DOCUMENT RESUME

ED 263 817 HE 018 861

AUTHOR Polson, Cheryl J., Ed.
TITLE Academic Advising as a Form of Teaching. Proceedings of the National Conference on Academic Advising (8th, Philadelphia, Pennsylvania, October 14-17, 1984).
INSTITUTION National Academic Advising Association, Pomona, NJ.
PUB DATE 1 Jul 85
NOTE 161p.; Conference cohosted by Kansas State University, Stockton State Collee, University of Delaware, and Temple University.
PUB TYPE Collected Works - Conference Proceedings (021) -- Viewpoints (120)

EDRS PRICE MF01/PC07 Plus Postage.
DESCRIPTORS *Academic Advising; Adult Students; *Career Counseling; College Freshmen; College Instruction; *College Students; Computer Oriented Programs; Databases; *Faculty Advisers; Higher Education; High Risk Students; Majors (Students); School Orientation; *Staff Development

ABSTRACT

Proceedings of the 1984 National Conference on Academic Advising are presented, including three main addresses, brief overviews of workshops, detailed outlines of topical sessions, and abstracts of 58 conference papers. The conference highlighted advisors' involvement in critical teaching functions. General session titles and authors are as follows: "Advising for Diversity" (L. Lee Knefelkamp); "Developing Reasonable Adventurers" (Roy Heath); and "The Centrality of Academic Advising: Are We Responding to the Challenge?" (Charles W. Connell). Topics of conference workshops, sessions, roundtables, and papers include: time management for academic advisors, advising minority students, the use of computerized information databases by academic advisors, career advising for adult students, advising student athletes, developing faculty advising skills, peer advising programs, orientation, prompting cooperation between faculty and professional advisors, advising in the tenure/promotion process, advising for lifelong learning through continuing education, advising day versus evening students, advising reentry males, counseling as part of academic advising, advising high-risk freshmen, and retention and changes in a student's major. (SW)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

PROCEEDINGS

ED263817

Academic Advising as a Form of Teaching

Eighth National Conference
on Academic Advising
October 14–17, 1984
Philadelphia, Pennsylvania

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Thomas J. Grites

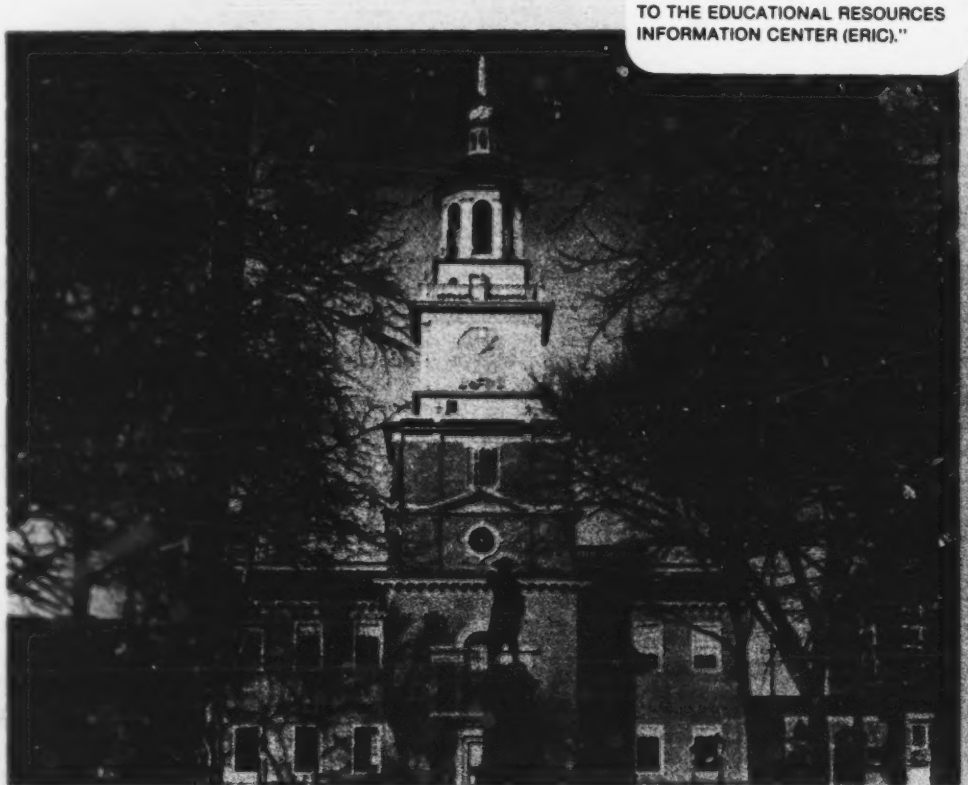
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☑ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.



Sponsored by:

National Academic
Advising Association
(NACADA)

Hosted by:

Kansas State University
Conference Office
Stockton State College
University of Delaware
Temple University

LE 018 P61

BEST COPY AVAILABLE

PROCEEDINGS

of the

8th NATIONAL CONFERENCE
on ACADEMIC ADVISING

October 14-17, 1984
Philadelphia, Pennsylvania

"ACADEMIC ADVISING AS A FORM OF TEACHING"

Cheryl J. Polson
Kansas State University
Editor

Conference Sponsored by
National Academic Advising Association

and

Co-hosted by

Kansas State University Conference Office
Stockton State College
University of Delaware
Temple University

FOREWORD

The Eighth National Conference on Academic Advising was convened in Philadelphia where more than 650 conferees came together for sessions addressing the theme "Academic Advising as a Form of Teaching." The featured speakers, Lee Knefelkamp and Roy Heath, provided a stimulating beginning for those in attendance. In Part I of these Proceedings we present the essence of their sensitive remarks and urge you to read and respond to the challenges presented. Summaries of all other sessions at the conference are presented thereafter.

Each year the Proceedings of the National Conference are edited and published as a benefit to NACADA members and to all who attend the conference or decide to purchase a copy. The elected officers and board of directors of the National Academic Advising Association hope that all who have this resource will also use it to stimulate ideas for the continued improvement of academic advising on campuses throughout the country. We also invite you to contact the presentors directly to follow up and explore ideas in greater detail.

We are all indebted to Cheryl J. Polson of Kansas State University who has edited the materials submitted, and to Sherry Fox of West Virginia University who has prepared the copy for printing. We appreciate their efforts as well as those who made the actual conference presentations.

The dynamics of a NACADA conference cannot be fully captured in a publication such as this. The informal discussions at Roundtable sessions or in the hallways of the convention hotel are of great value as a stimulus. Thus, we invite each of you to participate directly by attending a future national conference. In the meantime, we hope the Proceedings will prove useful as you strive to maintain a high quality academic advising program on your campus.

Charles W. Connell
West Virginia Univesity
President NACADA(1983-5)

July 1, 1985

EDITOR'S INTRODUCTION

"Academic Advising As a Form of Teaching", the theme for the 8th National Conference on Academic Advising, is diversely portrayed throughout the following pages. This collection of program abstracts and summaries has been edited to provide an overview of the conference and to demonstrate the critical teaching function in which advisors are or can be involved. It is the Editor's hope that this document can be utilized by advisors in various institutions and various regions not only to discover new approaches to specific advising tasks, but also to identify new resource people and create new networks by contacting individuals listed throughout the Proceedings.

The theme, "Academic Advising As a Form of Teaching," was elaborated, enhanced, and expanded by the principal conference speakers whose addresses are found in Part I. Their unique and insightful visions challenge and encourage advisors to extend their roles.

Part II provides a brief overview of the various pre-conference workshops which were designed to provide opportunities for personal and professional development of conference attendees, while Part III outlines various other programs and workshops sponsored throughout the conference.

Topical Sessions are outlined in detail in Part IV. These sessions often involved several presentors representing several institutional types (e.g. public university, church-related college, etc.). Each participant offered an individual or an institutional approach to a particular advising issue or topic. An informal roundtable discussion of presentors and conference participants was encouraged. Included in the Proceedings is an overview of the topical session and separate abstracts submitted by the individual presentors.

This year roundtable moderators were encouraged to provide an open exchange between conference attendees on a particular subject. Since informal exchanges are difficult to capture in print, Part V provides only a brief description of the issue which was discussed and sometimes rather warmly debated!

Each concurrent paper session presented at the conference is represented by an abstract seen in Part VI. The diverse nature of the topics reflect the multitude of issues surrounding academic advising as a form of teaching.

Appendix A provides readers with the addresses of the concurrent paper program chairs. Individuals who desire more information about a particular program are encouraged to contact the presentor directly.

A list of all presentors who made a contribution to this year's conference is seen in Appendix B. For the ease of reference, the appropriate page number in the Proceedings is also provided.

Cheryl J. Polson,
Editor

NACADA

LEADERSHIP DIRECTORY

1984-1985

I. EXECUTIVE BOARD

President
Charles W. Connell
Associate Dean
College of Arts and Sciences
West Virginia University
Morgantown, WV 26506
(term ends October 1985)

Vice President-Programs
Gary L. Kramer
Director, Academic Advising
Brigham Young University
B-238 ASB
Provo, UT 84602
(term ends October 1985)

Vice President-Membership
Carol Patton, Director
University Advisement
Texas Christian University
Box 32877-TCU
Fort Worth, TX 76129
(term ends Octoer 1985)

Treasurer
Wes Habley
Director, Academic and
Career Advising
University of Wisconsin-Eau Claire
Eau Claire, WI 54701
(term ends October 1985;
President Elect for 1985-7)

II. BOARD OF DIRECTORS

Immediate Past President
Virginia N. Gordon
Coordinator, Academic Advising
University College
The Ohio State University
024 West Hall
Columbus, OH 43210

INSTITUTIONAL RERESENTATIVE

Multiversity
Anna Newton, Asst. Dean
College of Business Admin.
San Diego State University
San Diego, CA 92182
(term ends October 1986)

Public University
Warren Robb
Director of Counseling
U.Tex.-Arlington
P.O. Box 19156
Arlington, TX 76019
(term ends October 1986)

Private University
Katharine Antommaria
Office of the Dean
Arts and Sciences
Valparaiso University
Valparaiso, IN 46383
(term ends October 1986)

Private College
Sister Margaret A. Landry
Marymount Manhattan College
221 East 71st Street
New York, NY 10021
(term ends October 1986)

Public College
Calvin Campbell
Director of Academic Advisement
Eastern Illinois University
Charleston, IL 61920
(term ends October 1987)

Church-Related College
Eileen McDonough
Associate Dean
Barry University
11300 N.E. 2nd Avenue
Miami, L 33166
(term ends October 1985)

Two Year/Community College
Margaret C. King
Director of Counseling
Schnectady County Community College
78 Washington Ave.
Schenectady, NY 12305
(term ends October 1985;
Secretary Elect for 1985-7)

GEOGRAPHICAL REPRESENTATIVES

Region 1-North Atlantic
William H. Young, Director
Records and Registraion
Western New England College
1215 Wilbraham Road
Springfield, MA 01119
(term ends October 1985)

Region 2--Mid Atlantic
Claudia Fischer, Asst. Dean
Arts and Sciences
University of Delaware
127 Memorial Hall
Newark, DE 19711
(term ends October 1986)

Region 3--South Atlantic
Frank Dyer, Jr.
217 Mitchell Hall
Memphis State University
Memphis, TN 38152
(term ends October 1987)

Region 4--East Central
Mike Keller, Director
Academic Advising
Aquinas College
1607 Robinson RD. S.E.
Grand Rapids, MI 49506
(term ends October 1985;
Vice President Elect for
Membership for 1985-7)

Region 5--Southwest
Sister Gabriel M. Hoare
Webster University
470 E. Lockwood
St. Louis, MO 63119
(term ends October 1985)

Region 6--Pacific
Michael P. Onorato
Academic Advisor/History
Cal State University-Fullerton
Fullerton, CA 92651
(term ends October 1985)

Region 7--West Central
James D. Beatty
Academic Advisor
201 Carver Hall
Iowa State University
Ames, IA 50011
(terms ends October, 1986)

III. APPOINTED POSITIONS

Journal Editor
Edward L. Jones
B-36 Padelford GN-10
University of Washington
Seattle, WA 98195

Newsletter Editor
Ronald V. Adkins
Director of Academic Advising
University of Puget Sound
Tacoma, WA 98416

Proceedings Editor-1985
Cheryl Polson
College of Education
346 Bluemont Hall
Kansas State University
Manhattan, KS 66506
(Vice-President for Programs
for 1985-7)

Archivist
Jane Merchant
Academic Advisement
College of Human Resources
131 Quigley Hall
Southern Illinois University
Carbondale, IL 62901

IV. STANDNG COMMITTEE CHAIRS

9th National Conference
Buddy Ramos
Johnson County Community College
12345 College at Quivira
Overland Park, KS 66210

Site Selection
Michael McCauley
AD 311
Ball State University
Muncie, IN 47306

Calendar and Rules
Carol Ryan
Metropolitan State University
121 Metro Square
St. Paul, MN 55010

Planning and Development
Thomas J. Grites
Director, Academic Advising
Stockton State College
Pomona, NJ 08240

Placement
Eric White, Asst. Director
Division of Undergraduate Studies
The Penn State University
212 Grange
University Park, PA 16802

Standards for Academic Advising
Sara C. Looney, Director
Academic Advising
Goerge Mason University
4400 University Drive
Fairfax, VA 22030

Minority Afairs
Judith Sanford
Asst. Academic Dean
Bunker Hill C.C.
New Rutherford Avenue
Charleston, MA 02129

Nominations and Elections
Virginia Dailey
Assoc. Academic Dean
St Edward's University
3001 S. Congress Avenue
Austin, TX 78704

Research
James Kelly
304 Grange Building
The Penn State University
University Park, PA 16802

Awards and Scholarship
Sister Margaret A. Landry
Marymount Manhattan College
221 East 71st Street
New York, NY 10021

TABLE OF CONTENTS

FOREWORD -iii-

EDITOR'S INTRODUCTION -v-

NACADA LEADERSHIP 1984-5 -vii-

Part I. GENERAL SESSIONS

"Advising for Diversity,"
L. Lee Knefelkamp 1

"Developing Reasonable Adventurers,"
Roy Heath 13

"The Centrality of Academic Advising:
Are We Responding to the Challenge?"
Charles W. Connell 26

Part II. PRE-CONFERENCE WORKSHOPS

A. "Time Management for Academic Advisors,"
Carol Patton 31

B. "Computer-Aided Faculty Advising,"
Gary L. Kramer
Audi Megerian 31

C. "Advising Minority Students,"
Bob Clayton
Willie M. Lewis 31

D. "Computerized Information Databases:
What's in it for Academic Advisors?"
Lynn Barnett
Marilyn Scutt Shorr 32

E. "Training Workshop for New Academic Advisors,"
Ronald V. Adkins
Virginia Gordon
Lowell Walter, Jr.
Roger B. Winston, Jr.
David King
Linda Syrell 32

F. "Survey Research Design and Methods,"
Patrick Terenzini 32

G. "Helping University Professors to Become Interested, Involved, and Innovative Faculty Advisors,"
Maurine Reintjes
Francis Merat 33

H. "Improve Your Written Communications,"
Bob Darrell
Sherry Darrell 33

I. "Mode and Models in Designing and Implementing a Successful Advising Program,"
David Crockett 33

Part III. IN-CONFERENCE WORKSHOPS AND SPECIAL SESSIONS

A. Orientation Workshop
Diane Duntley 34

B. Consultants Bureau Workshop
Gary Kramer 34

C. Institutional Type Meetings

Church-Related--Eileen McDonough 34
Private College--Sr. Margaret Ann Landry 34
Private University--Ronald V. Adkins 35
Multiversity--Eric White 35
Public College--Linda Syrell 35
Public University--Carol Ryan 35
Two Year/Community--Peggy King 35

D. Publishing in the NACADA Journal
Edward L. Jones 35

E. IDEA EXCHANGE
Eileen McDonough 36

Part IV. TOPICAL SESSIONS

A. "ADV 101: Advising Classes,"
Robert L. Rice, Linda Rodd, and Myrna Whigham
Moderator: Carol Patton 37

B. "Career Advising for the Adult Student: Reentry, Retraining, Reality,"
Carol Ryan and Janet Tucker
Moderator: Peggy King 39

C. "Advising Student Athletes,"
Cynthia Patterson and Linda Haviland;
Arline and George Schubert
Moderator: Mike Keller 41

D. "Developing Faculty Advising Skills,"
Katherine German, Tom Gerecke, David Goldenberg, Thomas Kerr, and Mark Corkery
Moderator: Linda Syrell 45

E. "Faculty Advising and Career Planning,"
David McGrevy and Marvin J. Roth
Moderator: Virginia N. Gordon 49

F. "Peer Advising Programs,"
Sister Margaret Ann Landry and Judith Gazdag
Moderator: Sr. Gabriel M. Hoare 52

G. "Prompting Cooperation Between Faculty and Professional Advisors,"
B.J. White and J.D. Beatty; Catherine Ann Tauer
Moderator: Claudia Fischer 54

H. "Utilizing University Residence Hall Systems in the Academic Process,"
Howard Schein, Virginia Reese, and Darlene Diggers
Moderator: Lynn J. Gardner 57

Part V. ROUNDTABLES

A. "Academic Advising as a Profession: Are We Ready for Professional Standing and Standards?"
Moderator: Sara C. Looney 58

B. "Advising in the Tenure/Promotion Process: Nightmare or Dream Come True?"
Moderator: Roger B. Winston, Jr. 58

C. "Vocational Skills from a Liberal Education,"
Moderator: Eric R. White 58

D. "Advising for Lifelong Learning Through Continuing Education,"
Moderator: Cherly Polson and Mike Webb 59

E. "Moving Beyond Prescription into Education: Expanding the Role of the Pre Professional Advisor"
Moderator: Kim Alexander 59

F. "Orientation: Whose Needs Are Being Met, Students' or Institutions'?"
Moderator: Monique W. Anderson 59

G. "The Challenge of the Graduate Advisor,"
Moderator: S. VanderArk and Lois Moore 59

H. "The Use of Peer Advisors: Cop Out or Common Sense"
Moderator: Kitty Corak 60

Part VI. CONCURRENT PAPER SESSIONS

1. "Academic Alternatives: A National Survey,"
   Virginia N. Gordon and Cheryl Polson 61

2. "Advising as a Form of Academic Teaching,"
   Happie Byers, Lodema Burrows, Eva Haberman,
   Gail Hirsch, and Elsbeth Pfeiffer 62

3. "Advising Day vs. Evening Students:
   Different Problems, Different Solutions,"
   Mark Mappen, John Faulstich and
   Anthony D. Lutkus 63

4. "Advising the Reentry Male,"
   Mike Webb 64

5. "Counseling--The Significant Component to
   Successful Academic Advising"
   Harold Reuber, Jesse Skaggs and Buddy Ramos 65

6. "Developing Research in Advising at Penn State:
   Four Projects,"
   James Kelly, Linda Higginson, James Levin,
   Eric White, and John Wyckoff 66

7. "Developmental Academic Advising:
   A Model for Evaluation and Application,"
   Diane DeVestern and Claudia Scott-Pavloff 68

8. "Developmental Strategies for Advising High-Risk
   Freshmen,"
   Eileen McDonough, Linda Peterson, and
   Ina Steinberg 69

9. "Early Career Decisions as Predictors of
   Academic Success,"
   Jeanne M. Lagowski and Jane N. Lippmann 71

10. "Evaluating Academic Advising:
    The Uses of the Academic Advising Survey,"
    Janet A. Sandor and Roger B. Winston, Jr. 72

11. "Group Dynamics: A Developmental Tool for
    Peer Advisors,"
    Kitty Corak, Sharon Demmons, and Kathy Raettig 73

12. "Legal Consideration in the Academic Advisement
    Process,"
    Arline F. and George W. Schubert 74

13. "Retention and Changes in a Student's Major:
    A Plan for Help,"
    Rita S. Katz 75

14. "Academic Alternatives Exploration Course,"
Virginia N. Gordon and Diana Flannery 76

15. "Advising for a New Curriculum,"
Jon R. Ramsey, Carolyn M. Holland, and
Joel C. Smith 77

16. "Helping Professors Become Interested,
Involved, and Innovative Faculty Advisors,"
Francis Merat and Maurine Reintjes 79

17. "Improving Advising Through Better Test
Interpretation,"
Lee Porter 80

18. "Integrating Advising and Orientation--
A Summer Program for Undeclared Students
and Their Parents,"
Jacqueline and F. Patrick MacKay 82

19. "Playing the Game Academically: Metaphor
and the Art of Advising,"
Diane Isaacs 84

20. "Professional Advising Services--
A Model for Success,"
Anita Neale and Laurie Poole 85

21. "Recognition and Reward of Faculty Advising,"
Jessica Kozloff 87

22. "Strategies for Implementing Advising Programs,"
Harry M. Langley 89

23. "Teaching as a Form of Academic Advising,"
Robert W. Hoffert 91

24. "Teaching Critical Thinking: Planning a
College Degree,"
Shirley M. Holm ....(cancelled)..... 92

25. "The Learning Skills Seminar: A Classroom
Approach to Enhance Academic Planning and
Cognitive Development,"
Judith Bennett, Steven C. Ender, and
Michael Lynch 93

26. "A Total Institutional Commitment to Upgraded
Advising,"
J. Michael Thornton and C. Lee Bradley 95

27. "A Transitional Group Study for Adults:
Content and Outcomes,"
Jane Shipton and Elizabeth Steltenpohl 96

28. "Academic Advising: A Different Approach to Solving Articulation Problems," Samuel Mazman 97

29. "Advising Internship: Building A Faculty Advising Network," Ann C. Kettles, Paul W. Milske, Robert B. Mancell, and Patricia M. Zimmer 99

30. "Choosing A College Major: A Social Influence Approach," Anne C.P. Schroer and Fred Dorn 101

31. "Conducting a Self-Study of Your Advising Program," Thomas J. Grites and Gary L. Kramer 102

32. "Relation of High School Course Selection to University Success," Gene Pratt and Lynn R. Boutilier 103

33. "Teaching Independence: Helping Students Communicate Effectively with their Parents," Juliet Kaufmann, Peter Hubbard, and Robyn Hackbarth 105

34. "The Academic Passport: Support for the Academic High-Risk Student," Neal Hartman 106

35. "Using Academic Advising to Build a Foundation for Future Success," Helen Herrnstadt, Judy Osborne, and Jane Roules 107

36. "Advising Freshmen in a Professional Program for an Open Admissions University," Gwen Owens-Wilson 108

37. "A Volunteer Faculty Advisement Corps," Bette Kerr 109

38. "Academic Integrity: Educational and Punitive Impact," Jon R. Ramsey 110

39. "Adult Development and Faculty Advising: A Reciprocal Relationship," Howard Kramer 112

40. "Advising by Faculty at a Liberal Arts College," Arthur Acton, William Hartel, and Stephen Schwartz 113

41. "Advising the Undecided Student: A Programatic Approach," Robert J. Watson 114

42. Faculty Advising: It is More Than Leftovers," Katharine H.B. Antommaria 115

43. "Faculty/Student Perceptions of the Faculty Advising Role Performance," Beverly Chynoweth and Norma Rae Arrington 116

44. "Preparing Undergraduate Nursing Students for the Job Search," Christine R. Asmussen 117

45. "Teaching Scheduling Strategies: Implementation and Implication," Rita E. Walter 118

46. "The Academic Advisor as Environmental Change Agent," J. Richard Arndt 120

47. "The Academic Behavioral Contract: A Retention Strategy," Doug Neitzel and Vaughn Robertsen 121

48. "Academic Advising, Career Planning Instruction and College Survival--A Synergistic Approach to Getting on the Right Track," Dianne Andrews Hindman 122

49. "Academic Advising: The Catalyst in Achieving Institutional and Student Goals," Martha Baer and Sandra Carr 124

50. "Academic Counseling: An Approach to Increasing Student Retention," Julia B. Miller 125

51. "Adult First Time Entry and Registration: A Successful Model for Recruiting and Advising Non-Traditional Students at an Urban University" Maribeth Ehasz 126

52. "ASSET--An Advisement, Orientation, and Assessment Program by ACT," Ray Moddrell and Dennis E. Sparn 127

53. "Cognitive Development and Gender Differences: Implications for Academic Advising," Thomas R. Brooks 129

54. "Developing and Implementing an Advisor Evaluation Instrument," Thomas Corigliano 131

55. "How Graduate Programs are Addressing the Preparation of Professional Academic Advisors,"
Judith J. Goetz and Eric White 132

56. Multimodal Approaches for Academic Advisors Experiencing Stress Induced Burnout,"
William J. Weaver
Carolyn Amey 134

57. "Strategies for Faculty Participation in Career Advising,"
John J. Agria 135

58. "The Volunteer Community: A Living/Learning University Community,"
Monique W. Anderson 137

Appendix A 138

Appendix B 142

Part I. General Sessions

A. Keynote Address: Dr. L. Lee Knefelkamp, Faculty Associate for Research and Student Development, University of Maryland.

(Prepared for the National Conference of the National Academic Advising Association, Philadelphia, Pennsylvania, October 14, 1984).

I am pleased to be here. In particular, that is so because of my roots in academic advising and because of my admiration for this group and this organization. The fact that you have 1000 members and you are only as old as you are is really extraordinary when you compare that with the number of members in ACPA and other organizations that have been in existence for a longer period of time.

I believe this is because the creation and continued quality of your organization has touched the very heart of what is going on in higher education. Nothing could indicate that more to me than your theme for this conference--that advising is really a form of teaching.

As an undergraduate, during the orientation program at Macalester College, I went to a faculty member's house and we sat on the floor in her living room. I will remember it always--we sat on a braided rug and it seemed to me that the room was lined with books, just everywhere. We sat down together with Professor Patricia Kaine and we talked about ideas. She was a woman who became an extraordinary influence on my life, both as a professor and as an academic role model. Mostly I remember that she listened to me talk about ideas.

Then I went on to graduate school where Clyde Parker, Martin Snoke, and Theda Hagenah attempted to socialize me to be a graduate student. They somewhat succeeded and somewhat did not. But I will always remember the times we talked and mused together that formed the career I was about to have as a faculty member.

And now I spend my life, the last 11 years of my life anyway, at the University of Maryland, where I carry an advising load of roughly 24 to 28 doctoral and masters students each year. The times I most enjoy going to work are those days that are set aside for musing with graduate students.

The classroom is a wonderful place to be, and sometimes I believe I am only alive when I am in the classroom. But I think the luxury of higher education is those times when we undertake the role of advisor and muse with our students, when we mutually encourage each other's minds to think of new things and consider things in different ways. I certainly have learned as much from my advisees over the years as I have learned from any part of my formal education. I hope they have learned some things from me in those private and somewhat intense advising moments.

I believe this organization, that you have carved literally out of your commitment, out of your spare time (and I know most of you have none of that), that you have carved into existence in the last half decade, stands for the per-

sonal one-on-one contact with undergraduate and graduate students that we all know makes a difference in their lives. You are expensive to higher education, in your time and your dedication, and in the way you choose to spend your work life. We need more of you, not less of you. If I could have anything to say about higher education today it is that we need more academic advising.

I just came from New Trier High School. It is a very lovely school in Chicago and they are always called to task because the largest proportion of their budget, including the instructional budget, is their advising system in which every student has an advisor and every advisor has only 15 advisees. Every year they have to defend it in front of the school board and every year they win because of the quality differences that their advising system makes.

You do that on your campuses and in your institutions, and I know you do that--with a ratio slightly larger than 1 to 15! If we could improve undergraduate education in any single way, I believe that we could improve it by reducing the advising ratio and increasing the contact time that undergraduate students have with advisors--that personal musing, mutual caring time. I applaud you, I am honored to be here and I hope what I have to say will be a mutual musing together.

I would like to begin with a good luck set of quotes I almost always use. This is a quote that I frequently talk about in terms of what it means to me for teaching, but it is also a quote that I quite honestly feel could apply to advising. It's from a book called On Lies, Secrets, and Silences, and it's from the essay called "Women and Honor: Some Notes on Lying". It was written by Adrienne Rich, whom many of you may know as a poet, but who is also an extraordinary essayist on teaching and learning. She writes of what I hope will become the kind of feeling that we have in the next three days together. She writes,

> An honorable human relationship, that is one in which two people have the right to use the word love, is a process delicate, violent, often terrifying to both persons involved. A process of redefining the truths they can tell each other. It is important to do this because in doing so we do justice to our own complexity. And it is important to do this because we can count on so few people to go the hard way with us. The possibilities that exist between two people or among a group of people are kind of an alchemy. They are the most interesting things in life. True communication means a heightened complexity. When relationships, in the classroom, interpersonally, or advising are determined by manipulation, by the need for control, they may possess a dreary kind of drama but they cease to be interesting. They are repetitious and the shock of human possibilities have ceased to reverbate through them. But when someone tells me a piece of truth which as been withheld from me, which I needed to see my life more clearly, it may bring acute pain but it can also flood me with a cold sea-sharp wash of relief. Often such truths came by accident or from strangers or perhaps from advisors. It isn't that to have an honorable relationship with you, I have to understand everything or tell you everything at once or that I can know beforehand everything I need to tell you. It means that most of the time I am eager, longing for the possibility of telling you that these possibilities may seem frightening but they are not destructive to me. I feel strong enough to hear your tentative and groping words and that you feel strong enough to hear my ten-

tative and groping words and that we both know, we are trying all the time to extend the possibilities of truth between us, to extend the possibility of life between us.

That is what academic advising has been to me in my life and it has made a difference in my life. That is what I think you do every day and sometimes because you do it every day, perhaps you may not conceive of it as special. But you are special in the way you touch peoples' lives, the way you go the hard way with them, the way you sometimes shock them with some word of truth that they needed in order to see their lives better. I think what you do is important, and I think you make a difference, even if the ratio is, as it is at my university, a ratio of 1 to 300 or 1 to 400.

I have some themes for you this evening and I would like to outline them for you: the first theme I would like to talk about is the advisor's role as an educator, and specifically the advisor's role as an educator for diversity--talking about the individual differences in our student body and the kinds of diversity among our educational institutions.

I think we really need to educate students in four kinds of diversity, or if we do not educate them for it directly, we need to hold their hands while they confront it. I think there really are four kinds of advising for diversity: 1) for intellectual diversity, 2) for instructional diversity, 3) for individual diversity, and 4) for institutional diversity.

The second major theme I would like to talk about is the issue of meaning-making, how it is that our students make meaning, and how it is that we are in there attempting to discuss things with them, and how it is that we are often at somewhat confusing cross purposes in terms of what they mean and what we mean.

So we are going to discuss meaning-making and what that happens to be like with our students. And thirdly I would also like to talk about an overlying theme that relates directly to students being able to conceptualize diversity and to conceptualize their educational experiences and that is a theme that I have been spending a great deal of time on recently. It is the theme of continuity and change--how we can facilitate our students in being the same persons they have been and at the same time facilitate their ability to change.

I would like to talk to you a little bit about meaning making. I am a person who works in the area of cognitive developmental theory and when we talk about meaning making from that vantage point, we are really talking about the way unique individuals interpret the world around them, other people around them, and their own selves. That source of meaning making--those individuals, those unique persons, don't just make meaning from the context of their intellectual development--but they make meaning from their context of their sex, of their age, of their race, of their cultural badkground, of their religious background, of their sexuality, and their value system. All of those parts of ourselves that make up our own unique patchwork quilt, if you will, are the things that cause us to have the filters through which we make meaning about our world, about others, and about ourselves.

If you will let me give you just a brief list, or give you the long list briefly, here are some critical factors we have diagnosed about the "Modern

American College Student" as she/he is called and how she/he makes meaning. This comes from statistical data, it comes from interview data, from around the country. It comes from data we have gleaned from the Carnegie Commission and elsewhere. There are several books I would recommend to you: one of them is Art Levine's When Dreams and Heroes Died, a wonderful study of children of the sixties and children of the seventies; a book by Phyllis Mable and David Decoster, Understanding Today's College Students; and a number of studies that have been done around the country.

Here's a list of ten things that help us understand the traditional-aged college student. (There is a slightly different list for non-traditional students and how it is they make meaning.) The first and most critical factor that they are saying they come to college seeking, and this is so significant above all the rest it is startling, they are specifically coming to college seeking a guarantee for personal happiness and financial security as a result of a degree. It is a major source why people come to higher education.

I think we need not fall prey to the old dichotomy of assuming that now they are career oriented and when we were young we were not. College has always helped us prepare for careers, especially those of us who liked it. Many of us who liked it never left, we just went on and became professors. A college education has always had a relationship to career choice, but it has never quite had the startling demands and pressures that it now has to produce financial security and to produce a one-on-one relationship with a major and a job.

A second thing that we are finding in the college surveys that is fascinating, in terms of a psychological kinds of issues, is that students are feeling an enormous amount of pressure, not just from their families but in the whole ambience of American society, to make a choice, to make it soon, to make it early, and to stick with it. There is enormous pressure to choose a major that turns into a career, or the other half of it is to choose a career and that makes you an automatic major, and to do that very early. So in short, do not waste time. How many of you, I wonder, have had students in your office thinking about changing majors but who were reluctant to do so because they didn't want to waste time, or semesters, or credits they had already acquired.

The third thing that they tell us is that they feel a strong sense of fragmentation and a lack of connectedness. That is true in their academic lives and it is true in their personal lives. They feel a sense of fragmentation, a lack of connectedness with others and they are concerned about that.

Fourthly, they tell us that the lack of connectedness enables them to be more competitive with one another. In some interviews we have done with students, we have seen that lack of connectedness as being very conscious on their part, and that they don't do anything about it because it does facilitate the ability to be competitive with that other group. But at the same time they tell us they are longing for a sense of community. If there is any strong underlying longing for students, it is clearly for a sense of community.

Paired with that is a longing for idealism and role models. The latest college surveys have shown that about two-thirds of the role models of the modern American college student come from the field of entertainment and modern music. They do not come from religious leaders, from educators, or the political

world. They do not come from that larger social service world. They come from the fields of entertainment and modern music. Whatever you think about the fields of entertainment and modern music, it is different than it was ten years ago and it is dramatically different than it was twenty years ago. Students are saying that they are longing for role models but that they are not finding them in positions of national leadership, of social change. or of social leadership.

The next finding that we have is that male and female differences, in terms of being able to talk to each other, have not lessened. Students are having as much difficulty trying to explain themselves to each other as all the rest of us did in our generations, with an added caveat that is very interesting. Men and women are very aware that there are new roles and that somehow there has been some change. And yet, what we are finding in the surveys is that young men talk to other young men about that but they don't talk to their girlfriends. Young women talk to other young women about that but they don't talk to their boyfriends. And researchers wonder if there is going to be the same kind of silence about the role of men and women in this society when these people grow up and have families of their own.

The next thing that we are finding is that students, between fifty and sixty-six percent depending on the survey, believe that within the next 10 years there will be a nuclear war. They are dramatically concerned about the future. Art Levine writes very strongly and very movingly about the issue of careerism and financial security ina chapter he calls "First Class on the Titanic". That in the belief there will be a nuclear war and there is only so much time left, we are going to go first class while we're waiting.

The next thing we are finding in the data is that, for the first time in the 50 years since the data has been collected (since the Adorno studies), there is an increase in dogmatism among graduating seniors as opposed to a decrease. For the first time, the last four years of data indicate that students are graduating with an increase in dogmatism and lack of appreciation for individual differences as opposed to a lessening of that kind of dogmatism.

And the last thing that we are finding in the data, is that students are preoccupied with three critical questions. They are asking, "Who am I?". They are asking, "What will I be?". And they are asking, "How am I to love?". In that sense they are our brothers and sisters, our sons and daughters, and they are not very different than the rest of us have been.

If you take that picture of college students, terribly worried about their own security, fairly hesitant about getting to know other people, quite competitive, concerned about their future, worried about nuclear war, not sure about how to talk to one another, what is it we know happens to them when they come to the college campus? It seems to me, that one of the major things that we know happens or should happen when they come to a college campus is all about the challenge of change, all about the challenge of diversity. I believe that in our jobs as academic advisors, whether we are working with freshmen, whether we are working with returning students, or someone like myself who is working with people who have given up careers to come to graduate school and seek a graduate degree, we need to know all about understanding how they interpret that challenge of change.

Everything that we know that higher education stands for is concerned with the issue of diversity. Whether you are in a small campus or a large campus, you have a diversity of students in your student body, you have a diversity of faculty and curricula, you have a diversity of lifestyles that are just waiting there to be exposed to students. You have every kind of diversity imaginable. And we know that it is an enormous challenge to students. And I would like to talk a little bit about what that challenge really means and how I think it relates to our issue of being advisor-educators.

When we think about what our work is about, I think we really do two things at the same time. One of the things we are about is facilitating the continuity of our students' identity. We would like them to have some sense that who they have been and who they are now will have some significant relationship to who they will be in the future. We are there to facilitate their sense of self, the kind of joy they have in themselves, hopefully the acceptance they have in themselves. We are there to acknowledge that and to really facilitate, in them, a sense of on-going continuity about who they have been and about who they will be. At the same time, and frequently at the same meeting, we are there to facilitate their ability to change--to do something differently, to take on a new role, to switch majors, to try a course they haven't tried before, to go to the study skills office, to join a club, whatever it is we are asking them to do is to change. Or sometimes, just to discuss something with them that has been troubling--that will demand, if you will, some kind of restructuring of how they think about the world.

At the same time we are about the facilitation of their sense of continuity, we are about facilitating their sense of change. And basically, what I think we are about is facilitating their ability to reconceptualize the world--to love the meaning they made once, to cherish the meaning they make now, but to be able to reconceptualize a world that has more diversity and more complexity than they ever possibly could have imagined. That is difficult, I think, for us to do. Everything we know about development of young people and even some of us old people, is that the kind of change that is made on the firm basis of knowing who we are is developmental and is life giving. But that kind of change which is mandated from without, which is forced upon us from without is faddish, it is false, it doesn't relate to our deep sense of who we have been and it is a kind of living death.

Students are telling us that they are living in a crucible right now, where they feel that much of that change is being forced on them from without. I think that we can be the critical conduits to help them see the relationship between who they have been and who they can be and that that new change and that new appreciation of diversity and complexity can come from within. Each of those movements, each of those reconceptualizations, each of those new definitions involves really four things. It involves an articulation of the person they have been. It involves an articulation and embracing of the new--that idea, that perspective, that role, that course, that major--and that is challenging. It involves a mourning, a real genuine mourning, of the old self that once was necessary and once was adequate but no longer is completely adequate to meet the challenge of the new. And most of all, it involves the courage to risk.

How is it then that we help people to articulate who they are, embrace the new, mourn the old, and have the courage to risk? How is it that as advisors

and educators we come to help them take the risks of change and of reconceptualization, whether it is in a classroom, or in their interpersonal lives or with their values or with their lifestyles? I think it is very difficult to do and I would like to tell you a story about that.

Last summer I went to Europe--it was a wonderful thing to do. I had been to Europe twice before, once on an undergraduate student budget, once on a graduate student budget. This time I went on a well-saved budget and that is all the difference in the world! But I want to get you into my mind set. I want you to come with me to the travel agent. Please, seriously, do that with me.

You are sitting there. You know you have the money, you know you are going to spend a week in Switzerland and then you are going to France, and this marvelous, multicolored brochure is lying there before you. The title of it is "Cruising the Burgundy Canal". There is a picture of a sleek boat gliding down the canal, under a blue sky, and you have images of the spreading chestnut trees and a bottle of wine and a little brie. You are going to cruise the canal. It was the first vacation I had taken in ten years. I can't tell you how I looked forward to it. We chartered a boat and drove it ourselves. What the brochure did not say was there are 94 hand-operated locks on the Burgundy Canal.

The Burgundy Canal is an historical landmark in France. It has no been modernized since Napoleon's time and in Napoleon's time they had serfs and donkeys to open and close the canal locks and in the 1980's they have tourists who charter boats to do it. I don't know how many of you know how a canal lock works, but I do! There are two gates in the front and two gates in the back and you have to open the gates in the front on each side, then run around to the back side and open and close them--eight times. They are made of cast iron and weigh a ton and a half. They are operated with a grinding stone with a bar. There is no lock on the canal which is less than a quarter of a mile away. I was never on the boat.

It was horrible. By the end of the third day, my hands had no more skin on them. I was sunburned everywhere. My legs were bleeding from the knees down because there were thistles on the tow path, and I sat on the boat, not being very good company as you can imagine, and said things like "I hate this boat.". We had rented the boat for the entire week and even though I was bleeding, sunburned, bruised, and hurting, I would not get off the boat. My friend kept saying to me, "Let's get off the boat--we are wasting our vacation.". And I would not get off the boat. I am a first child, but even more important than that, I had roles tied to what that vacation would be like. I had hopes of what that vacation would be like, I had dreams of what that vacation would be like and I had money tied up into what that vacation would be like. In short, I had a conceptualization of that vacation. And as awful as it was, as painful as it was, as terrible as it was for that friendship, I would not get off the boat. Although it was awful, I knew what it was and I didn't know what would happen if we got off the boat. I wonder how many of your students are like that? They have hopes, they have dreams, they have finances, they have woes, and it may be difficult and it may be awful, but they can't face reconceptualization or change.

Thanks to the counseling ability of my friend, we did finally get off the boat--that is the good news. The bad news was--we had to turn around and go

through all the locks we had gone through to get it back. But what I learned out of that experience was that life is not a zero sum of gains and losses. I could not somehow make up for those three horrible days. I needed somehow to reconceptualize and only out of reconceptualization was there a possibility of renewal.

As e.e.cummings has written,

> i who have died am alive again today and this is the sun's birthday--this is
> the birthday of everything which is wonderful, which is gentle, which is yes. Which is the ability to reconceptualize and to renew.

So we have, I think, a challenge of diversity that is everywhere in the university and a responsibility as educators to help our students love and confront and sometimes leave and renew their hopes and their dreams and their roles, and their understanding of the world around them. I think you people matter in the way that Nancy Schlossberg writes about the concept of "mattering". She writes that you know someone matters if they have the capacity to be missed. I think academic advising matters because we know what happens when it is missing. We know what happens when advisors are not there to help students develop intellectually, and to help them understand instruction, and to understand their individual differences and to help them have more a complex understanding of the institution. I think you matter because you help them change intellectually and I would like to say a few thing about that.

Everything that I have done in the last fourteen years as a researcher and a scholar has convinced me that one of the most important things that we must do as educators is to help facilitate students to become more intellectually complex. I believe we must help them move from a narrow and dogmatic view of the world to one that is open to diversity, that can use supportive evidence, that can make reasoned judgements about complex issues and complex people in a complex world.

All the research that I have done in the last fourteen years points to a direct correlation between the increase of cognitive complexity and the capacity for empathy. There is a correlation, that as we move to accept diversity from an intellectual perspective, we are more able to take the other's perspective and we increase in role taking and in the capacity for empathy. Everything that I have seen in research along these lines shows that students who increase in complexity about learning--I am not talking their GPA or IQ, I am talking their complexity in the world--it is those students who are more gentle with respect to the issue of individual differences and take more time in making complex decisions.

And in particular, in the area of career development, the research is very strong that they take more factors into account when they do make career decisions. Everything that we have learned about the world of intellectual development, I think, tells us that as advisors when we have students in there talking about their curriculum, talking about why they are having a bad time, talking about why they are haveing a good time, it is a critical factor for us to help them articulate, to understand, and to learn how to learn. We know that movement into complexity is confusing and scarey and we also know it is a necessary

tool for modern life. Never before, perhaps in the history of the world, have we been faced with so many complex choices. Never before have fifty percent of our college-aged students assumed that there will be a nuclear holocaust within the next ten years. They are dealing with and living in a complex world and they need help in interpreting that world and having the courage to learn and to learn how to be complex students.

Secondly, everything that we know about the college environment tells us that they will be faced with classrooms that are sometimes wonderful, sometimes joyful, sometimes boring, sometimes dogmatic, sometimes awful, but almost always they will be faced with classrooms in which the instructor is teaching at an intellectual level that is frequently well above them, not because the instructor thinks that is a nifty thing to do but because the instructor doesn't understand how students learn. We know that students will likely be in a classroom that is likely to be taught by an instructor who is very different in learning styles and teaching styles than the students themselves.

We have collected the data on intellectual development and learning styles for years and we know that faculty are kind of a unique breed. We know that we are kind of a unique breed and we in fact cannot match the learning styles of most of the students who are in our classrooms. Faculty need to do a better job of that but I think you need to help students learn how to assess the classroom environment and find themselves with the skills to do what they need to do in picking and choosing their classes.

I would like to read to you some student quotes. I think they illustrate what I mean. Carol Widick, my friend, has students respond to an essay about teaching and learning. The essay goes something like this: "One fine day, you are out walking around the campus and you go to your sociology class. When you go to your sociology class you are told that aggression is a socialized trait and that if we could treat people better and have them live better they would not be as aggressive against one another. And then you go for a cup of coffee and you go to biology class and in your biology class the lecturer says that aggression is innate. It is a biological trait and there is nothing we can do about it." Carol says, "How do you think about this?" Let me share with you some ways students think about it.

Here is our first student. "I would ask the second teacher about what the first teacher said. And then I would ask the first teacher about what the second teacher said. If each felt firm about the topic, I would, for test purposes, memorize the two conflicting ideas and which went where. As a student, this reduces my confidence, not only in the teacher I disbelieve or both if I disbelieve both of them, but also in my education. I would doubt the quality of the university and also this creates extra work for me, as well as confusion. This is actually why I would start feeling pretty low about the system."

Here is another person who has a little more experience with complexity. "I think I would enjoy hearing different approaches although it would confuse me. The topic alone interestsme a great deal but I am very interested in human behavior. I think the only easy way to learn and understand a topic is to hear different approaches. But as a student, I have to confess, I would be nervous on how I would be tested on the material. Upon hearing opposite views of teachers my reaction is often one of confusion, combined with the want to

understand why these views are totally opposite." This student is comfortable with a little more diversity, but it is still confusing out there.

Then this student, "I would realize each teacher has his own belief of which, of course, he is entitled to. Putting myself in the place of the biology teacher, I can see where he is coming from. He has obviously studied aggression from a biological point of view and thus believes aggression is innate, whereas the sociology teacher is focused on the sociological point of view and sees that is a more learned behavior. My first reaction, though, is that each teacher is entitled to her own opinion. I would have to pick which one would be the smartest for the exam. As a student in each one of the classes I would have to temporarily agree with the professor. In other words, as a student who tries to get good grades, so that I can get into graduate school, it might be necessary to write what the teacher wants to hear instead of what I actually feel to be true."

Or this one, "Everyone has a different orientation towards life and we tend to express ourselves in a manner which we know best. The biologist and the sociologist come from different disciplines and thus they interpret things according to their own discipline but they are not necessarily totally different. As a student I would try to understand the differences and the similarities in these disciplines which causes these professors to react in the ways they do. Everyone does not alway interpret the same point in the same manner. This accounts for different ideas, ideas which make people individuals. This enriches the leaning process, teaching me how different ideas interrelate and are all important in their own right."

For those who are familiar with William Perry's model, we just did two, three, four, and five, but those students were initially turning qway from diversity, then being confused by it, then embracing it. If you were going to help students as an educator, I think that you matter most when you help them with their intellectual development and you help them see how instructional differences can facilitate those kinds of individual differences.

Thirdly, I would suggest it is very important that our advising offices be a home and a haven for students of individual differences. Whether they are black students on a predominantly white campus, whether they are gay and lesbian students who fear talking about their lifestyles, whether they are students of strong religious and charismatic conviction who have been teased and are afraid, whether they are Jewish students who suffer from anti-semitism in the educational environment, whether they are students who come from a social economic background where they have never been to school or whether they are students who come from any one of the myriad of individual differences that touch your lives and touch your campus. We have simply got to stop admitting students for the diversity they represent and then socializing them as if they were clones.

When in higher education are we going to stop treating students as check marks on admissions lists and start really taking account of the indicidual differences that we seek to admit, and fundamentally seek to change our institutions to reflect and respect those differences? If no place else on the college campus I hope it is in your offices that those students will find shelter, that they will find a home, that they will find recognition, and that they will find allies and activitists for change.

If there is no place else on campus where they can go, I hope it is in the advising office that they will hear their voices heard and they will hear them recognized, and they will hear them acknowledged and they will hear them facilitated. Students need to be heard, and we need to listen as much as we need to tell them the things that we need to tell them. There is nothing that is more important than individual development--that people can learn to claim their own voices and to claim themselves. I believe then that we become responsible, if we understand students intellectually and we understand issues of instruction and we understand individual differences, that we become responsible for facilitating institutional change.

My assumption is that you are tired, my assumption is that some of you have an advising ratio of 300 to 1 or 500 to 1. You have many things on the college campus to do. Will Knefelkamp make you responsible for institutional change too? Yes. You have a voice, but most importantly you have a pulse on the student's voice and you need to raise your voice in a reasoned and articulate way about how they learn, about how they yearn, and about the issues that confront us all. You know them better than anyone. You even know them better than the faculty because you see them so much more personally than any of us who teach ever get a chance to do. I believe you need to collect data, I believe you need to do research, but even more importantly I believe you need to speak up in faculty senates and to issue reports and to speak up before the student government. I believe we need institutional change to respect the number of issues I have discussed and I believe you are a creditable source, indeed a necessary source for that information to be heard in the campus community.

Lastly, I believe that the sources of your power are sources that are unique in the higher education community. You do not derive your power and influence from your territoriality or your large budgets in the way that divisions and departments do. Rather you derive your power, I believe, by seven critical things. You derive it from your gentleness and your ability to let them sit with you and be heard. You derive it from your ability to role model for them that is is possible to live in a world of uncertainty, that there is nothing unreal about the ivory tower, that higher education is the real world and it is a good place to be. You derive your power and influence from your knowledge, not just the knowledge of the catalogs and curricula and the rules and the regulations, but your knowledge about life and all the other things that you discuss with them. You derive it from your ability to tell the truth and that you will not lie to them. You derive it from your ability to be committed to continue to come to work, to continue to believe it is meaningful, that you are there, that you matter and that they matter. You derive it from your ability to accept responsibility and to take action, to speak on their behalf when they cannot or to teach them how to speak on their own behalf. And most importantly, most dramatically, and most simply, you derive your power from the greatest power there is--that is the source of empathy, because where you get your power is in the empowering of others, where you derive your greatest source of influence is in giving students their own voices.

Adrienne Rich wrote a poem about that and I would like to share it with you in conclusion. She writes:

You are beside me like a wall
I touch you with my fingers

and I keep moving through the bad light.
At this time of year when faces turn aside,
it is amazing that your eyes are to be met.
A bad light is one like this that flickers
and defuses itself along the edge of the frontier.
No, I don't invest you with anything.
I am counting on your weaknesses as much as your strengths.
This light eats away all clarities I had once have fixed on.
It moves up like a rodent at the edge of all the certainties that I had known.
Your clarities may not reach me.
But your attention will.

B. General Session: "Developing Reasonable Adventurers"

Roy Heath, recently retired from Amherst College (Prepared for the National Conference of the National Academic Advising Association, Philadelphia, PA, October 14-17, 1984.)

The size of this group stunned me, too (following on the comments of an earlier speaker). This is a thriving organization! It made me reflect, ladies and gentlemen, on how different today's atmosphere is from the 1930's when I was an undergraduate. There was not a title that I know of at Princeton as "academic advisor." Somewhere along the line I had to change a course, and I had to ask around to find out how to get this done. I found there was an assistant dean in Nassau Hall that took care of this. I went up, waited for the door to open, and presented my request. He looked at it and remarked, "So you want to change from Economics to Psychology." "Yes," I said. "Alright." That was it! At Princeton in those days we were simply supposed to make these sorts of choices on our own.

I would like to point out at the outset, following on Dr. Knefelkamp's theme of "Education for Diversity," two crucial elements in a good advising program:

(1) Because of what you do, and because of your organization and your procedures in your institutions, it is possible to match the student with the advisor in terms of background, interests, and so forth;

(2) The second thing is that the student know his own best interest. It is a cop-out when you simply ask a student what he wants to do, what his courses are, and leave it at that. For example, my younger son's life really would not be what it is today had it not been for his first conference with his academic advisor. Peter had apparently indicated in the material he had sent to the university that he was interested in medieval history since he had been assigned for advising to a medieval historian. At their first meeting one of the first questions the advisor asked my son was "What do you want to do someday with your life?" He didn't ask, "What do you want to do (in terms of a vocation)?" but rather, "What do you want to do with your life?" They got to talking and it came out that Peter had an interest in writing a book on the Fourth Crusade. (Peter had always been a "blood-and -guts" sort of kid.) The advisor said, "Well, if you're serious about this, you should start Arabic right away." It hadn't occurred to Peter to take Arabic, especially in his freshman year, but he did. He majored in Near East Studies, went on to complete his Ph.D. at Harvard in Arabic literature, and today he is a young professor teaching western civilization to Arabs, lecturing in Arabic in a Palestinian university on the West Bank... And now we can sit back and see how crucial it was, and what a difference it has made in his life: that first conference with his advisor at his university. I've often pondered about that, and I'm sure Peter has, too; in short, it has made a difference and one that was very worthwhile.

Continuing the theme, "Educating for Diversity," the focus of this particular talk will be accounting as best as we can for individual differences in personality and temperament. And so I'm going to try to do this based upon my experience as an academic advisor with a small group of students who became a research group at Princeton in the 1950s. The orientation of this research program was an attempt by the university to better understand and evaluate the whole educational program. My research project was one of several projects and concerned a longitudinal study, an intensive focus on a small number of students who constituted a representative sample of the Class of 1954. I was to be their underclass advisor for the first two years. They would have their upperclass major advisors for the last two years, but I would be continuing my research and interviews with them. In those contacts (every month or so) they would tell me what was going on in their lives. We would tape record and transcribe their interviews during the year. I would spend much of my summers reviewing the transcripts and trying to gain from them something about the nature of these particular students, noting their progress and the sort of lives they were developing as college students.

As part of the program I went around the country in the summer of 1950 and visited the men in their homes, going over their course selection, and meeting with their families. By the time they entered the university we were already acquainted.

The first thing that I want to draw attention to is the differences you notice in interview behavior. If you will look at your handouts (see the illustrations at the end of the transcript), there is a sheet that says "excerpts from three interviews." Right away you readily can see patterns of interview behavior, each one, I'm sure, you will recognize from your own experience.

For instance, there are students who came in with a pattern I call the "one or two wonders." It seemed that the main motive of these students was to emerge from the interviews unscathed, to do as little damage as possible, and come out intact. "Chuck's" interaction with me was such that he was content to be entirely dependent on me to control the interview. All of the cues were taken from me; he volunteered very little. These were often very short interviews.

Another pattern we found I call the "prepared statement" men. These men (and these were all men) came to the interview prepared to look their best. I soon discovered, especially after reading the transcripts of these interviews, that these fellows talked in paragraphs. They were well organized. And I thought, "Oh, here are findings for my study," because I was engaged in finding out what was going on in their lives: with their roommates, their relations with their families, their classes, reactions to their instructors, and so forth. They covered each base and then only later did I begin to suspect that he was very selective in what he talked about. The "prepared statement" men were counter-dependent, they were wary, and they were making sure that they "scored." And they scored in the way they wanted to score. Again, this pattern must be very familiar to you.

The third pattern I called the "rover boys." They would come, sit down, and they were off and running. No matter what I had planned to ask them, everything just sort of spilled out in terms of where they were and what they

were feeling. So they were independent of the interviewer, the advisor, for cues. I merely had to hear them out and inject my questions as best as I could. Sometimes very politely they would pause and, obviously, wait for me to finish what I wanted to say, so that they could continue on talking about what they wanted to talk about.

Then there was a fourth pattern, and this must be familiar to you, where the student and the advisor found themselves engaged in a discussion, perhaps a "bull session" about a particular topic. And so here there was interdependence. These were marvelous interviews. Time went so fast. You could sense that it was a more mature level of interaction.

As an illustration of not only the pattern of the interview proper, but in terms of substance and content of the interview you can detect, now look at the handout "transcripts of three interviews," and the cues they provide for differences in termperament.

Princeton University - Early September 1950

Bob (A Medial X) - "My first reaction on the whole was really good. The first thing I noticed when I got on campus was how nicely the upperclassmen received you and went out of their way to help the freshmen even though we have been here only a week. I can see our class going right into line with every preceding class as far as spirit and all that goes. At the rally Saturday night they had the band there. We cheered. It was really great!

The interviews give you clues from the very first interview. What you have in the handout is an exact transcript of what the person said when I asked you the question, "What is your first reaction at Princeton?" (This was done during his first week at Princeton; he had come in for his orientation.) "My first reaction, on the whole, is really good." (This is Bob, a medial X on a higher level, not necessarily a "one or two worder" because he is a little more assertive, a little more coming out, a little more out front than the lower maturity low X that you have in Chuck's interview). "The first thing I noticed when I got on campus was how nicely the upper classmen received you and went out of their way to help the freshmen." (Right away you get something about the X temperament; they are worried about having a homebase, feeling comfortable, feeling accepted, getting support and there it is spelled out in your first example.) "Even though we have been here only a week, I can see our class going right into line with every preceding class as far as spirit and all that goes. At the rally Saturday night they had the band there. We cheered. It was really great." He is becoming incorporated into the whole. This is his motive; he wants to feel a part; he wants to be accepted; he wants to feel he is a participant in some greater whole that is important and that other people appreciate and that he is feeling good about it. This is a very common characteristic of the X temperament. In my diagram of the model you will note that X, Y, and Z are points on a continuum. I placed Bob in the medial X area of the model.

Don (A Medial Y) - "My first reaction as I came into Princeton was that one has to look out for himself. If I weren't to be fairly careful and hold on to my wallet I'd soon find out I would spend a lot of money on unneccasry things. A newly arrived student has to understand that he is on his own from the very beginning.

"As I went to my room I noticed that no one was much interested in what was going on as far as I was concerned. Each person has to work out what he wants to do for himself and do it. No one is going to tell you in college what you have to do. It is up to you to do what you think is worthwhile."

Now we go to a contrast, Don, a medial Y. "My first reaction as I came into Princeton was that one has to look out for himself." (What a difference! Here, again, we get the counter-dependent: "Here I am and there they are, and you must watch out; make sure to watch our step.") "If I weren't to be fairly careful and hold onto my wallet I'd soon find out I would spend a lot of money on unnecessary things. A newly arrived student has to understand that he is on his own from the very beginning. As I went to my room I noticed that no one was much interested in what was going on as far as I was concerned. Each person has to work out what he wants to do for himself and do it. It is up to you to do what you think is worthwhile." This isn't to say, ladies and gentlemen, that Don isn't just as concerned about being accepted, just as concerned about feeling at home, maybe hoping that somehow he can feel a part of this great university. His counterstance might be interpreted as a defense against the fact that maybe this will work out and maybe it won't, at this stage. The way he is talking to himself is very revealing. And the alien thought of not being accepted and not finding a homebase is suppressed by counter thoughts.

Michael (A Medial Z) - "I was glad to see the men but that's about all. The first couple of days we were really scared. There were eight boys at the end of the hall and seven of the eight were ready to pack up and go home. We were worried that we wouldn't be able to keep up with our lessons, that we would flunk out and have to go back home. That's the biggest disgrace in the world, just about.

(Two weeks later) "Marks are worrying me. I could come out at midterms with a third group (an average grade) I'd feel a lot better I'd stop worrying. I'd enjoy it a lot more here then. I would be able to play basketball in the afternoon and that conditioning I was telling you about, and I would enjoy it a lot more, I'm pretty sure. When you worry you must worry all the time."

We move now to one of the "rover boys," a medial Z. I asked, "Michael, what was your first reaction?" He said, "I was really glad to see the men but that's about all. The first couple of days we were really scared." Here he is talking about a negative feeling right away; it comes right out, right off the top. "There were eight boys at the end of the hall and seven of the eight were ready to pack and go home. We were worried that we wouldn't be able to keep up with our lessons, that we would flunk out and have to go back home. That's the biggest disgrace in the world, just about." Again, the others might have had somewhat the same fears, but this is ready ventilation right from the top of an unwanted sort of thought. Then, two weeks later, just to emphasize this concern, he came in. (Z's, by the way, don't make appointments, they just bang on your door, "You got a minute?" When they want to see you, they want to see you right away.) He said, "Marks were worrying me. If I could come out at midterms with a third group (an average grade) I'd feel a lot better. I'd stop worrying. I'd enjoy it a lot more here. Then I would be able to play basketball in the afternoon and do that conditioning I was telling you about, and I would enjoy it a lot more, I'm pretty sure. When you worry, you must worry all the time."

I did a twenty-five year follow-up study in the latter part of the seventies. Thanks to a grant from the University and some help from the Class of '54, I had the privilege of visiting with all these men twenty-five years later to find out what they are doing with their lives. Bob (an X) is at present, president of one of the Fortune 500 corporations; he came up through sales, and he is really on top of things. He is doing very well and has a good family life. When I visited Bob, he met me at the airport and was a marvelous host. I just couldn't have received a warmer welcome. With a more mature X, there is a genuine sensitivity to other peoples feelings and reactions. I enjoyed my visit with Bob very much.

Don (a Y) is a medical man, a specialist, now a national authority on Kidney disorders. Still you would see the same pattern; he is still wary, still has strong impulses and strong controls. Given this pattern it was hard for me to relax during the visit.

Michael (a Z) at that time was in his first term in the U.S. Senate. I had a heck of a time fitting this interview into Michael's very busy schedule. There were so many things going on, but he was very gracious. Despite his freshman year concerns he did not flunk-out; eventually he became a Rhodes Scholar. He came back from England and went to law school, and then got into politics. It was obvious to me from his sophomore year that Michael was a very political man.

This group was a representative sample of the Class of 1954. Colleges right after World War II were just not that selective compared to what's coming into some colleges today. For instance, the average College Board scores in this group was something like 585 verbal and maybe 605 or 610 in math. In terms of their performances on SAT's they were not an unusual group. Also, I discovered that I had to be quite careful interpreting, particularly differences in temperament, the College Board. By and large, the Y temperament does very well on the College Boards. They will come in with not only excellent College Board scores but a record of lots of achievements. But the Z's, in contrast, underperform on the College Boards; they had the lowest SAT's of the three groups, yet they ended up, by the senior year, getting the best grades.

There is something about the scattering type of mind that the Z has when he begins to look at a question there is a lot of ideation that goes on; he begins to wonder about all sorts of possibilities and so it takes him more time to answer, especially multiple choice types of questions, because he begins to think of all sorts of possibilities that perhaps other people haven't thought of. It is a difficult test form for him: to latch on to this question and then immediately move to the next question, and the next, and so on, mentally. In my opinion, it is important to be cautious in interpreting what may look like low College Boards for this Z sort of a temperament.

Let me give you an example of how the Z's will go outside the ballpark for thoughts and meanings that other people may not have even considered. I gave a test which had come out of the U of Chicago, the USES Test where the task is to make up a list of as many uses as you can think of for common objects, like a pencil or paper clip, a brick, and so forth. When it came to a paper clip, one of my Z's said, "It could be used as a crutch for a wounded grasshopper." Yes, a Z will think of all sorts of possibilities that wouldn't occur to an X or Y.

(The following illustrations were drawn on a transparency for an overhead projector.)

Now I want to refer to the dynamics of these different temperaments. Some of the characteristics you will notice from your handout (See Table). This is sort of a metaphor I use: I think in terms of a circle inside a circle, the innermost circle representing the innerself. What happens in the X, for example, is that he deals primarily with the external world; his moorings are external. In the interview, his cues for action are external to the self. Rather than dealing immediately on his own impulses and cues coming from his innerself, he operates from his outerself toward the outer world. He is involved in trying to maintain his stability, primarily with external moorings. For example, it is very important, as in a fraternity, that he feel like "one of the boys". As long as whatever he is doing "is done by the boys," then it is okay. In other words, he is primarily concerned that he be incorporated into the whole; as I said, his moorings are external to self. He has a way, a marvelous way, of sort of repressing unpleasant thoughts. It is interesting to see how these temperaments vary in what might be called the management of unpleasantness! Most X's deal with this so that they end up with unpleasant thoughts. It is interesting to see how these temperaments vary in what might be called the management of unpleasantness! Most X's deal with this so that they end up with unpleasant thoughts disappearing. They may be repressed and kept within the innerself, not in the conscious self. We find that all they have left are the happy thoughts. For instance, when they come to study, they will look over what they have to study and will say to themselves, "I know how to do this; this looks okay; I've got the idea of this," only to discover the next day or when he gets the test back, that they really haven't done well at all. I remember that even into the senior year, I had to call three of my men in and say, "Do you realize that you only have a 50-50 chance of graduating?" They were all shocked. But they were getting very complacent, thinking that everything was just fine.

Now to get over to the Y. The Y has very strong impulses but also has very strong controls. Consequently, he is very often involved in a battle with himself, psychodynamically. And, one way he counterbalances alien or unpleasant thoughts or impulses is by achieving, by performing, and being able to see himself as someone very important and very worthwhile. This counterbalances all the garbage that he might be aware of coming up from his innerself. So we have what we typically call in psychology the "reaction formation" pattern. The outself, in his case, is sort of a pseudo-self which has been built up and exaggerated. Remember when we talked with the Y ("Don") in the first interview, he emphasized that you have to do what is worthwhile, and that you have to take care of yourself.

Now to the Z. Somehow the Z "leaks." Here is a person with strong impulses but weak control, and things move from the innerself to and through the outerself very easily. I think it is inbuilt; these tendencies seem to have been true since they were little kids. (One of my sons is an X and one is a Z. They have always maintained their particular patterns.) So, the Z has to figure out a different way of managing unpleasantness. In contrast to the X, who represses unpleasant things, and the Y, who supresses unpleasant thoughts, the Z has to go through what we call desensitization. He has to keep looking at a threat, keeping his eye on it, working it through, focusing on it, and staying

with the worry until he sort of "worries a worry to death." After a while things are alright again. Typically, you will find them am I going to do with this test? I'm not ready!" And they go on and on and on. As an advisor you might worry at first that this student is going to have a nervous breakdown. But, the Z's have a marvelous capacity to sustain anxiety and hold themselves together. They bend, but they don't crack. You see them later and ask, "Oh, how did you do on that Economics test?" "Oh, actually, okay." they answer. You are relieved that you didn't have to send him off to the psychiatrist. So, this is an entirely different way of reacting to a conflict.

I remember, for instance, in dealing with this matter in the first interview with Bob. I knew that Bob had gone out for football; but he just talked about pleasant things during the interview. Finally I asked him, "What about football?" He said, "Oh, I had to quit football." I said, "You did?" "Yes, it was going to be too much for my studies; I think that I really can't do it. When I talked to the coach, he said, 'Well, if you have to you have to.'" And I said, "Did you talk it over with your father?" (His father had been an all-state player for Ohio.) He said, "He told me to talk with you and whatever you said was okay." I didn't discover until twenty-five years later the real reason he quit. During our follow-up interview he said, "Do you remember when I quit football my freshman year? That was one of my real regrets. You know, I never should have quit." I said, "Well, why did you quit?" Bob replied, "Do you really want me to be honest with you, Roy? I just couldn't take the punishment. It was rough." I don't know whether on a conscious level Bob did acknowledge to himself the real reason back then.

This brings us to the major thesis of our talk this morning. That consideration of differences in temperament may assist us in structuring the role we take toward the variety of students assigned to us as advisees. More specifically, what can the advisor do to promote development toward maturity, toward becoming Reasonable Adventurers? Our ideal of maturity, the Reasonable Adventurer, as you no doubt gathered, is a dialectic between impulse and reason, between spirit and rationality. The immature X may come across to us as reasonable but not especially adventurous. The immature Y is too caught up in his ambivalences to be either one or the other entirely. And the immature Z may be adventurous but unreasonably so. Our hero is psychologically free to express his impulsive life in an appropriate manner. (1)

What has to happen to an X for him or her to grow, to mature? They have to wake up. The task for the advisor for these students is to somehow work out a strategy to stir up the inner life. How do we do this? First in importance is for the X to feel at home, to have a home base. Having a good comfortable feeling of being accepted is a crucial element in the development of the X. Prolonged anxiety only invokes the X's favored mechanism of defense, repression. The more repression, the more the X becomes complacent. And complacency is the X's achilles heel.

Next we suggest the importance of pacing the X in regard to academic challenges. The challenges should be steady and moderate, but not so severe as to develop prolonged tension; otherwise we are back to repression again. For example, he or she would benefit from courses that require short papers, essays, or poems that challenge them to be original. Also relevant here is the hope that the student receive regular and sympathetic feedback on his or her

performance. Also ideal for the X would be to be involved in a program where there is small group discussion, where the participants are encouraged to speak out with novel ideas. The X at first may be reluctant to raise his hand. A good instructor watches his fold for moments when the eyes light up as a signal to call on them to come forth with what's brewing. What has to be offset is the X's inordinate fear of appearing ridiculous. Also encourage the X advisees to study with another student where they prod each other with questions that they presume may be asked on the examinations. Anything to jolt the complacency.

Lastly, very important to the development of the X, is exposure to what might be termed 'inner-life activators'. This is where the humanities are so central. It is in the power of art and literature and philosophy to stir the innerself, where impulses from the inner-self begin to press for expression. I recall one of the X's in his sophomore year talking about an English course where they had been reading Moby Dick. You remember Moby Dick where the old preacher, Father Mapple, is giving advice to seamen who are about to go out on a voyage and he says "Woe be to the man who courts not dishonor. And, woe be to the man who preaches goodness when he himself is a castaway." My advisee said, "I don't know, but that passage really got to me. I'm not sure what's going on, but..." I think that was a very important occasion for I always felt that from that time on in this English class, Bill began to reach for his education. So these "innerlife activators", the exposure to the Humanities in particular (anything doing with the psychodynamics of the human condition, the conflict, the contrariness.) is a very important experience in their development. Not that they aren't important for the others, but they are particularly important for the X's.

Now we go to the Y. What is our primary task for the Y? It is a tough one...he's a tough guy. They are sometimes socially insensitive people. They are fighters; they want to be right, they want to be practical. (By the way, they resent your missing an appointment; it's their time.) The big task for the advisor of a Y is to somehow bring about a rebirth. It is going to require a major reconstruction of the psyche in a sense. You must somehow get him to face this alien innerself that he has been counteracting. For example, one of my Y's came into Princeton with three goals. He had done very well in high school; he'd been president of his class, captain on the football team, and academically had done very well. He came in with all sorts of problems. He said one thing he wanted at Princeton was to become a class officer, maybe class president, because he had been very good at this role and had enjoyed it. Also, he wanted to make the Princeton football team. And third, he wanted to major in Public and International Affairs, and become an important person in government. So, he started off, doing all sorts of things. For example, from the freshman handbook he memorized everyone's name and picture, so he would go down the walks and say, "Hi, Bill"..."Hi, Jim, how you doing?" And he got to know all sorts of people. When spring came and class elections came out, he wasn't even nominated... something happened. So, down goes number one goal. Second, he went out for football. He had been trained the Y-formation as a center, but at Princeton at that time they had single-wing. He really had to learn how to be a center. He was so tense. He would get out on the football field about half an hour early and practice, but he got so rigid he would overthrow the ball. He was not selected for the varsity team his sophomore year. So, down goes the second goal. Third, he applied in the middle of his sophomore year for his major (at Princeton you aren't automatically accepted into the major; you had to be

accepted by the department). He applied for Public and International Affairs Department, but they did not accept him. He was having difficulty with his courses. In the sophomore year, the distribution courses he had to take were demanding creativity; he was struggling academically nd he was discovering that other students were studying less and getting better grades than he was. He would work late at the library, but he just wasn't performing so as to get the proper grades. He came to my office when he got his notice, and he broke down and cried. His defenses just fell apart. We did a good deal of counseling in the next couple of weeks and we got through to some conflicts, worked out some things. At the end of the sophomore year, very fortunately, the department representatiave of Public and International Affairs, Mr. Lockwood, called me up and said, "I've got an extra space." So I called this fellow and told him that if he wanted, he could still major in Public and International Affairs. That was a happy ending. There was a real change that came about in the person. Oh, yes, I should tell you he ended up graduating with honors.

Sometimes what has to happen to a Y in order to develop, to grow, is out of your hands. You have to wait for a Good Friday to occur so that they can experience Easter. Also, they are the kind of persons that you can sense that there is suppression going on... that they are too rigid, too tight. They may be good candidates for psychotherapy (a very direct type of psychotherapy, not a non-direct type). There is another way, but this might be out of your hands too; you can melt a Y and then maybe bring about a reconstruction. What you have to do is convince him that he is lovable in his own right. For instance, I want to read you what happened to one of my Y's when he became the object of attention of a young lady. He had been going steady with this particular girl and things were going well; he had developed in his upperclass year quite well compared to his underclass years. This is an excerpt of an interview during the last half of his senior year. He said, "All these emotional things, not being accepted, having to prove myself through extracurricular stuff and high grades. These are just props. In high school it was just one prop, one false front after another. And then about two years ago everything just sort of dropped away. I began to look at all of me instead of looking at just half of me. And it was then that I started to grow up."

Now to the Z. The important thing for the Z is to discover or incorporate into the psyche a Weltanschaung, a world view, a philosophy, and all-encompassing cosmology, to afford some meaning to his life. We are dealing, you see, with a somewhat scattered personality. He is having a real problem keeping organized all the disparate thoughts that keep entering into his conscious life. Meaning is very important for him. And he is not apt to get his meaning from his peers. He can be the life of a party, but a Z leaves a party whenever he wants and retires to have mystical moments where he is above it all. It is very important that he discover early in college, through certain courses, a system of thought or way of looking at life that somehow strikes a cord with him.

For instance, one of my Z's had gone on to major in philosophy (and Z's, by the way, primarily major in the arts, humanities and philosophy and religion... they are searching for this meaning, an overall meaning). In the follow-up study, I asked, when he looked back on his Princeton education, what thoughts and feelings came to mind? This fellow said, twenty-five years later, "It was a lot of pressure, the demand for accomplishment. It was a very exciting period of my life. I plugged into philosophy, you remember, and that was really my

life at Princeton. I was thoroughly immersed in it. The sun rose and the moon set on the subject of philosophy." Later on in the interview I asked him, "Who are the people you remember?" He mentioned some of the friends he had, and he mentioned being in this researach project I had. Then he said, "I've got to mention Walter Stace in the Philosophy Department. Stace was just overwhelming. My relationship with him was one of reverence. He was a god. On some pretext I got to see him in his office and he expressed an interest in what I had to say, what I was doing. That was devastating. My senior year there were not many answers to questions in philosophy that are not Stace's answers. There are others in the faculty, but by all odds, Walter Stace was key. He is part of what I am."

Z's are searching for God....they are searching for a Holy Grail...they are searching for some meanings in life. So, in your advising, if you can steer them to a philosopher or an artist or someone who might strike a chord, this will give them an important opportunity for growth. In this case, the student happened just to go in to see the professor, even though all he had experienced with him was maybe a big lecture course...but He tapped on Walter Stace' door. And this is an enabling process that an advisor can do.

Finally, it is important to give a Z his head. Once he gets his direction, get him in courses where there are long-term papers. For instance, one of the best things that happened to these Z's was that they got to write a senior thesis of some 60-70,000 words. In Princeton, students were not given a choice of whether or not to write a thesis; everybody has to write a thesis. That is a tremendous challenge. Some people can't imagine that they could do that much. But somehow, by working through a long-term project, the Z brings things together and works out his meanings. He becomes excited and well motivated. They matured greatly in the process of writing the thesis.

It is very important for Z's that they be in a campus culture that is pluralistic, not a campus that is too homogeneous, where everybody is all together, where everybody is cut to the same pattern of values. If you have a pluralistic culture on campus, the Z's will find their niche somewhere. They will discover or find this or that little group. There they may get their companionship and social life.

Lastly, and very importantly, the advisor must accept the burden, be a good listener for the Z. He may not seem to appreciate what you say or don't say at the time, but he has an odd way of recalling later what you did say even though you didn't think he was paying attention at the time.

This is how these students of various temperament differ and how they grow. You may have different words than I do to label them but this is sure, is part of your experience. The plea here from this particular research study is that, in our concern for diversity of students, we pay particular attention to individual differences and temperaments, especially with the fine tuning that this may afford you. There is no one in a more key position to do this. You are the only one who begins to see the student as a whole. And you may be the only person who can be aware of the importance of the differences in temperament and their significance in education. It is obvious that the college and the university world is acknowledging your role in this, or we wouldn't have 600 or 700 people here today.

Thank you very much.

Notes

(1) In the Princeton study I measured growth and development by utilizing a rating system that combined three psychological aspects of the person: Depth and stability of interests, depth of interpersonal relationship, and internal harmony, i.e. how 'together' he seemed to be as a total organism. In terms of the first dimension it was gratifying to note in many cases how much the interest in coursework moved from extrinsic to intrinsic motivation as the men progressed toward the senior year. In reference to interpersonal relationships, I was struck by how few of the men had developed a genuinely close friendship with one of their peers until junior and senior year. Also this movement so often paralleled development of intrinsic interests and internal harmony. The presumption one might make here is that a high rating in each dimension is reflecting optimum ego functioning. The Reasonable Adventurer model (as seen in the attached handout) is therefore more pie-shaped. As persons move from immaturity to maturity in the model they drop many of the disabling characteristics of their particular temperament, X's, Y's, or Z's. The high X still places a premium on maintaining harmony in personal relations; the high Y, on being practical and being able to sustain hard effort in spite of opposition; and high Z is still less group oriented and more innovative in his approach to everyday matters. Other characteristics of the Reasonable Adventurer are a good sense of humor, a capacity to sustain negative capability complexity, and an uncommon interest in the commonplace.

Reference:

Heath, Roy. The Reasonable Adventurer. University of Pittsburgh Press, 1964.

EXCERPT FROM FIRST INTERVIEW WITH A LOW X

Princeton Univeristy - September 1950

Heath - How do you like Princeton?

Chuck - I like it very much.

Heath - What did you think of the first meeting of the class in Alexander Hall?

Chuck - Oh, I thought they did a very good job. (Pause)

Heath - Was there anything in particular that you thought was well done?

Chuck - No, nothing in particular. The whole meeting seemed to come off smoothly. There did not seem to be any trouble.

Heath - Were you expecting some trouble?

Chuck - No, not really. The people who run meetings like that usually have had a lot of experience. (Long pause)

Heath - Do you think you will be happy here?

Chuck - Oh yes. My father and brother went here so I know pretty much what to expect.

Heath - How well do you think you will do academically here?

Chuck - I doubt if I'll do as well as my brother but I'll make out OK. (Pause) It has been terribly warm this week, hasn't it. Real Indian summer, as they say.

Heath - Yes, it has been warm. How are things with you and your roommates?

Chuck - Ronnie has been sick. We have all had colds.

Heath - But how are you and your roommates getting along?

Chuck - Oh fine. There has been no trouble. Joe likes to have the windows open at night. The other night he and Ronnie got into an argument. Ronnie did not want that much air, especially with a head cold and all that. Other than that things have gone very smoothly.

Heath - Who do you think you will be closer to, Joe or Ronnie?

Chuck - What do you mean, "closer to"?

Heath - Well, which one do you think you can be more open with?

Chuck - I think I can be open with both of them.

Heath - How about your affections?

Chuck - My what?

Heath - Your affections. Toward whom do you feel more affectionate?

Chuck - I am not sure what you mean.

Heath - Toward which roommate do you have warmer feelings?

Chuck - I guess I feel pretty much the same toward both of them.

Heath - How are your classes going?.....

C. Presidential Address: The Centrality of Academic Advising: Are We Responding to the Challenge?"

Charles W. Connell, President, NACADA (1983-1985) (Prepared for the National Conference of the National Academic Advising Association, Philadelphia, PA, October 16, 1984.)

Academic Advising is so central to the mission of higher education today that we often overlook its true importance. Perhaps that is because we assume too much about what it is about; or, assign too much to those responsible for advising, assuming "They" can do everything; or, blame advising for many of our institutional failures (e.g. teaching, recruiting, and retention). Given those and other similar assumptions and real difficulties concerning the role and value of academic advising, I would like to explore the importance of its centrality, whether assumed, ignored, or desired, and the impact of centrality on three key challenges for the academic advisor.

If one focuses on the daily student demand for support and services, there are essentially three challenges for the advisor to face: 1) professionalism; 2) integration of function; and 3) student development. These are all fundamental to the problems we face each day and also define the context of imposing frces that operate as constraints.

The forces are not all new, but they are operating in powerful ways and do represent a confusing set of alternatives among the various theories and practices of academic advising. Thus, I want to begin with an overview of the development of this complex picture, then discuss each of the three challenges--professionalism--integration of function--the student--before concluding with the presentation of a model of how we might rearrange the pieces of this picture in order to view it as an asset rather than a liability. In doing the latter, we can perhaps best determine whether we are meeting the challenge.

Our heritage runs deep, but we are a new breed. The analysis of paternity shows our forerunners to be the 19th century faculty advisors who were the exemplars for the generations who followed without significant change into the 1960's. However, in the last two decades there has been a dramatic shift, an acceleration of function, which has placed new demands on the traditional definition of role.

Most of us knew no special academic advising as we learned whether our first choice of major was really "it." We did not have options to drop courses, our scheduling choices were fewer, and counseling was limited to those who sought advice from their parents or brothers and sisters in the dormitories or fraternity/sorority houses. A dean of women or men might listen while we "thought it out," but no one dared to go to a "shrink" and no one even knew of career-counselors. Jobs were available if you earned a degree, or even just barely acquired it by means of persistence, and if you went to the Placement Office sometime near graduation.

By the late '60's a change was clearly becoming evident; we began to focus on the student per se - student development, student academic services, and counseling. In the '70's we became rapidly more specialized, concentrating on

the organization of advising services and programs for special groups of students. Our vocabulary changed as well. We began to talk about undecided students, pre-professional students, career advising, centralized and decentralized advising, the training of advisors, the retention of students, legal issues in advising, the management of advising, organizational change for advising, and more recently, enrollment management. One of the most current of the verbum novum is "strategic planning," the implications of which present new stresses for those who do advising and want to maintain the centrality of their focus on the student.

Despite the actual significance and persistence of the need for academic advising in the broader development of higher education, it is unfortunately still true that advising is not always perceived as a high status function. An interesting pair of surveys from 1979 may best suggest why that might be true. First, Carstensen and Silberhorn reported the low status of advising among faculty and administrators; while, on the other hand, there was the report showing that in the same year only 25% of the institutions surveyed even had a set of goals for academic advising. (A National Surve Academic Advising, American College Testing Program, October 1979) Among those which did there was not general agreement about goals, with varius institutions seeking to achieve a wide range of "success outcomes," including: student development, life planning, learning goals, decision-making skills, and retention.

The two surveys should be linked because of what I perceive to be a synergistic relationship between goals, organization, and status (or in this case, the lack thereof). We need now to recreate the model and allow the synapses to function.

In the period of increased complexity and specialization that we knew in higher education in the 1960's and 70's, a line was in effect drawn between "faculty" and "advisor." The challenges of today are related to how we might erase that line and collapse the barriers of territoriality which have been created. More specifically, let us look at three key aspects of that challenge - professionalism, integration of function,and the student.

As members of NACADA, one of the fundamental questions for those who serve as advisors, whether we are primarily faculty or primarily professionl advisors, remains that of the reconciliation of personal and professional values. The successful integration of personal values with NACADA values, for example, results in the emergence of a professional who has come to grips with seven separate issues: identity, attitude, skills, standards, reputation, influence, and role. Those who are able to integrate personal and professional goals are best able to meet the challenge of professionalism along the following lines.

First, we must see our identity in relationship to students. If we are truly interested in helping students and in promoting their intellectual and personal development, it is not difficult to identify with a professional organization such as NACADA that promotes those activities. Once the self-identity issue is clarified and the integration of personal and professional values is achieved in the context of our functions as academic advisors, we can move to resolve other relevant, related issues.

Attitude is one of the most significant issues. Acceptance of the responsibility for advising requires an appropriate attitude toward students and the

institution as a whole. One must be willing to appreciate student difficulties, concerns, and problems; to anticipate their weaknesses and strengths; to have empathy for their anxieties and self-doubt or to delight in their overconfidence. Finally we must be ready to become advocates for students as they negotiate institutional barriers to personal fulfillment while we help them to understand faculty, staff, and public skepticism about student values and attitudes.

The skills required of an advisor are closely related to identity and attitude. Even though not all who have the interest in helping students also have the skills, many of them can be learned. One can develop listening and interpersonal communication skills, interview skills, and the assertiveness needed to be an effective support for students. Fortunately, if there is a willingness to learn (another important attitude), there is much professional support through NACADA and other organizations for acquisition and improvement of those skills. The personal skills in this case must be developed and fully integrated in order to meet the professional challenge of the well-qualified academic advisor regardless of whether one's primary role is that of faculty or academic counselor.

The integration of personal and professional standards is an important step that is perhaps less well-recognized than others in our list. To assume that we all have some personal standards of excellence and quality that we use in our evaluation of academic advising services, for example, is not the same as being willing to try to achieve a more uniformly agreed upon set of broader institutional or national standards for advising. Because of the demand for services and the increasingly litigious nature of society, it is more and more important that we define, articulate, and proclaim standards for the profession. If our individual standards are high and we can agree upon an equally high set for advising, the students will benefit and they will perhaps model more of their behavior on that of their advisors.

Demonstrated skills and high standards in the delivery of high-need services tends to lead to the development of a reputation of quality. Students can recognize both the individual and the collective quality of an enterpise lie academic advising because they need it so frequently and because they tend to talk to one another about their respective advisors. If we are personally competent, skilled professionals and if we work to build the collective competence among advisors on our campuses, both the individual advisor reputation and that of academic advising in general will profit.

Reputation leads to influence. If the reputation of academic advising is solid, and if the quality is generally recognized by students, faculty, staff, administration, and alumni, then advisors will be more able to influence decisions about student service, as well as the quality of education provided. Here it is clear that the reputation of the advising system, its professional quality, will carry much more weight in the decision-making process than that of an individual advisor, regardless of his or her own personal reputation and integrity. That is why it is imperative for advisors on each campus to develop a professional identity and to build a reputation that will carry influence to students, faculty, and the administration.

When the six previous personal/professional issues are resolved, a well-defined role for the academic advisr will emerge. Individually each of

us will work hard to develop the skills and knowledge required to serve each student who comes to see us. Yet, when not working one-to-one with students, we will be more actively pursuing ways to improve the advising system, to gain additional resources, or to become better advocates for advisors as well as students.

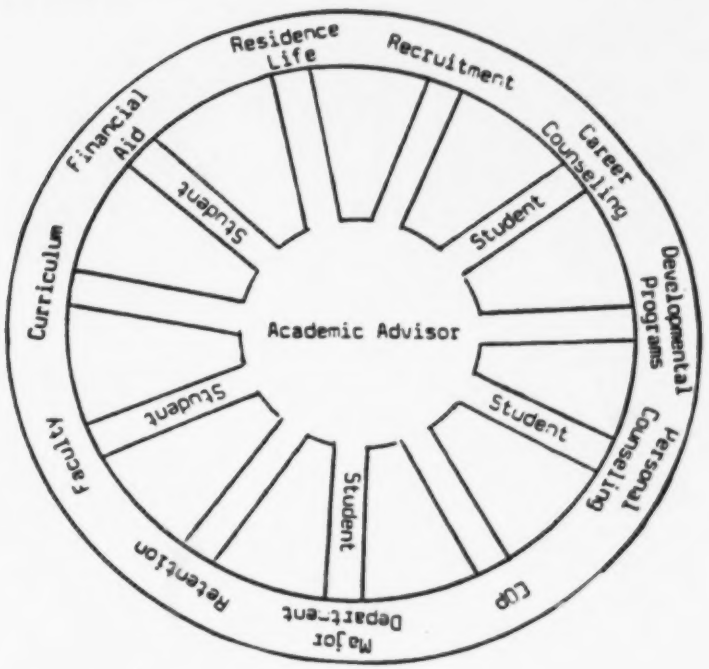
After professionalism, the second major challenge is that of the integration of the faculty/advisor function. Since so many advisors are (or were) hired first as faculty to teach and research, the advising function is often difficult to define or place in the list of things to do. For some, it is viewed as part of their teaching function and the evaluation/rewards system may or may not reflect that perspective. For others, it is only regarded as a service function and may be last in the list of priorities. In some instances, faculty may want to provide good advising, but lack the knowledge or skills for the job and are not able to find empathic assistance to make the transition. Thus, in many cases the integration of the advising function is not achieved, though usually it is not simply a matter of laek of faculty willingness as cynics might charge.

Integration of function must be achieved with the support of many in the academic community. The chief executive officers--President, Vice-President for Academic Affairs, Deans, and Chairs--must provide leadership to insure that academic advising is given a significant place among the academic priorities, that it is well-integrated into the rewards system, and that it is made known to students and their parents. Faculty must make a genuine commitment to provision of sound advising that is linked to the rest of the academic services and programs. Staff must be aware of the advising system and how to connect students with their advisors, particularly when there are signs that students may be floundering or looking for a particular "spark" for their academic programs. Although advising may be already well-integrated into college or university functions in a formal or an informal way, its goals must be clear and recognized within the academic community. Finally, the truly integrated advising system will have an established role in student development.

Student development is the third challenge that confounds the academic advisor regularly. Too many advisors confront students with no theory of moral and intellectual development in mind. All say they want to be able to communicate with students, and many have secondary goals in mind like helping them to become better decision-makers or at least to avoid the big mistakes. Most of us could profit from some knowledge of the ever-growing literature on student development.

Often, however, we step back from this challenge. How can we tackle such an immense task? It is much like the story about the philosopher who, when asked how one should eat an elephant, replied, "One bite at a time!" Take it slowly but surely. Look around for help. An educational institution has many who have the knowledge, and perhaps are even more than willing to provide assistance. We can not afford to ignore what knowledge has been generated in this area. Stage theories of moral and intellectual development, learning theory, cognitive style, and Jungian theory applied to dominant modes or living-learning styles are too critical to ignore. Most importantly, however, as we grow in our understanding of student ability and motivation we cannot let our remaining ignorance prevent us from continuing to work with students. We cannot ignore the big picture while we may be stuck looking for a missing piece.

If definition of the professional role, the integration of funtion, and focus on student development are all being achieved, what emerges is a plan which places advising in the center. The proposed model of centrality places the advisor at the hub of the academic wheel--at the heart, the center of the college or university--providing a link to many other academic services and educational activities.



This then is the challenge of centrality. If we are meeting the challenge, then academic advising is at the hub of your institution. If not, then you have a vision to implement. For those of you for whom the vision has been realized, you can make a contribution nationwide by providing research and analysis at the national conferences of NACADA. All of us can either make presentations at the conference, bring in new members to NACADA, serve as elected members of the board or as an appointed member of its various committees to build a stronger, broader professional base for academic advising for all of us to serve the students even better in the future. Are we meeting that challenge?

Part II. **PRE-CONFERENCE WORKSHOPS** (Sunday, October 14, 1984)

Pre-Conference Workshops are intended to provide personal and professional development opportunities for conference attendees. Thus, survey instruments, handouts, and similar "hands-on" experiences are not reflected in this document. The overviews presented are merely intended to reflect the essence of each workshop.

A. "Time Management for Academic Advisors"

Workshop Leader: **Carol Patton**
Texas Christian University

Many of the techniques of time management derived from business and industry can be applied directly to the advising profession. Some, however, are antithetical to the principles of openness inherent in good advising. True-false statements were distributed for discussion, attacking or affirming much ballyhooed techniques, and overhead transparencies were employed to review many tips, timewasters, and techniques that can increase efficiency.

B. "Computer Aided Faculty Advising"

Workshop Leaders: **Gary L. Kramer and Audi Megerian**
Brigham Young University

The workshop presentation was nontechnical and included two major dimensions. The first part of the program outlined the university's Advisement by Computer program, its features and role in academic advising. An overview of the faculty advising computer file, its features and reports followed. The various benefits of the system were discussed with workshop participants.

C. "Advising Minority Students"

Workshop Leaders: **Bob Clayton**, The Robert R. Moton Institute
Willie M. Lewis, University of Maryland, Eastern Shores

The goal of this workshop was to enhance and strengthen the cross-cultural advising skills of participants so that educational options for minority students might be expanded. The workshop identified some of the problems/concerns which minority advisors face and allowed participants, through pencil/paper activities, to design specific responses to specific problems and concerns.

D. "Computerized Information Data Bases: What's in it for Academic Advisors?"

Workshop Leaders: **Lynn Barnett and Marilyn Scutt Shorr**
ERIC Clearinghouse

This session was geared to the academic advisor and/or higher education administrator who does not have particular expertise in using computers to locate information. Information was presented on literature databases that are accessible by computer, including home computers. Participants learned about (1) the pros and cons of using computerized information systems for identifying sources of information; (2) specific databases that have various kinds of literature relevant to advising, and (3) negotiation strategies to avoid "information overload" when requesting or conducting computer searches. Each participant had an opportunity to obtain a free search of the ERIC database on a topic of his or her choice. Sample searches were conducted on such issues as computer use in academic advising, advising high risk students, honors programs, and using electronic spreadsheets.

E. "Training Workshop for New Academic Advisors"

Workshop Leaders: **Ronald V. Adkins**, University of Puget Sound
Virginia Gordon, The Ohio State University
Lowell Walter, SanDiego State University (retired)
Roger B. Winston, Jr., University of Georgia
David King and Linda Syrell, State University of New York - Oswego

The workshop was designed to provide a basic training for new academic advisors. Ronald V. Adkins served as moderator, he opened the workshop with a summary presentation on student development theory and its relevance to the work of academic advisors. Virginia N. Gordon spoke on working with undecided students and students who need to develop new directions after being denied access to desired programs. David King and Linda Syrell described their model of intrusive advising for students experiencing academic difficulties or who have been dismissed for academic deficiences. Lowell Walter ran film excerpts and led a discussion on selected issues in academic advising. Roger B. Winston, Jr. presentation focused on (a) the importance of and tips about keeping good records of advising consultations and (b) the evaluation of advising.

F. "Survey Research Design and Methods"

Workshop Leader: **Patrick T. Terenzini**
State University of New York at Albany

The primary purpose of this workshop was to provide participants with the basic tools needed to conduct survey research. Using an extensive package of handouts as the basis for this presentation, the workshop reviewed basic statistical terms and concepts, types of research design, and data collection methods. Then focusing on survey research, it covered the steps in developing and conducting questionnaire surveys. An example of a survey instrument was provided for review and discussion.

G. "Helping University Professors to Become Interested, Involved, and Innovative Faculty Advisors"

Workshop Leaders: **Maurine Reintjes** and **Francis Merat**
Case Western Reserve University

This experiential presentation was designed to dispel the myth that faculty will not advise students and demonstrated how advising, research, teaching, and academic affairs can be integrated. The evolution of a faculty advising program, ways to motivate professors and various advising and training manuals were discussed. Methods and strategies for daveloping a faculty advisor training program were also reviewed.

H. "Improve Your Written Communications"

Workshop Leaders: **Bob Darrell**, Kentucky Wesleyan University
Sherry Darrell, Indiana State University, Evansville

This workshop introduced more than forty techniques to help professionals create persuasive, powerful, clear prose. The leaders focused intensively on twelve techniques to illustrate how quickly a writer can improve his memos, letters, advising materials, and articles. Half of the workshop was used to demonstrate techniques and the other half working with participant's writing.

I. "Modes and Models in Designing and Implementing a Successful Advising Program"

Workshop Leader: **David Crockett**
American College Testing Program

The elements necessary for the establishment and management of a successful academic advising program were the focus of this workshop. Basic elements in developing a program were identified and discussed, including gaining administrative support, developing and institutional policy, in-service training, use of an information system, evaluation of advising, developing a recognition and reward system, frequency of contact and advisor load, referral systems, coordination and management system, and appropriate delivery system. The workshop was designed for persons new to advising responsibilities.

Part III. IN-CONFERENCE WORKSHOPS AND SPECIAL SESSIONS

A. Orientation Workshop

Workshop Leader: Diane L. Duntley, Indiana University of Pennsylvania

This workshop has become a tradition at NACADA conferences. It is designed for conference participants who are either new to NACADA as an organization and/or new to the field of advising.

An overview of the organization of NACADA was presented and participation in the activities of various committees was encouraged. Issues in advising in general, or of special interest to NACADA were discussed. The terminology in comomon use among advisors was reviewed and questions answered. Also, emphasis was placed on the value of NACADA as a professional support group for those who do academic advising.

B. Consultants Bureau Workshop

Workshop Leader: Gary L. Kramer, NACADA Vice President for Programs
Brigham Young University

This workshop was a training workshop directed toward NACADA members interested in becoming members of the Consultants Bureau. The goals and organization of the Bureau were outlined. Several Consultants Bureau members who had served as consultants to several institutions described the expectations of the institutions seeking consultation and provided insight into how consultants can meet those expectations.

C. Institutional Type Meetings

In order to encourage networking among NACADA members, each NACADA institutional-type board member was responsible for identifying critical advising issues specific to their constituency. Centered around these issues, the board members selected NACADA members to share their own experiences in dealing with the issues in their insititutions.

Church-Related
Workshop Leader: Eileen McDonough, Barry University

Topics included in this workshop were: (11) how can administrative and faculty support and recognition for good academic advising be obtained, (2) how can advisors provide effective career counseling for liberal arts students and (3) how can an effective network among NACADA church-related members be established to assist in solving common problems.

Private College
Workshop Leader: Sister Margaret Ann Landry, Marymount Manhattan College

The recently developed private college resource guide was discussed in relationship to its' uses and improvements. Other topics included peer advising and advising undeclared students.

Private University
Workshop Leader: Ronald V. Adkins, University of Puget Sound

Individuals from four schools representing a range of sizes (2000-6500) briefly described new programs or advising techniques they are currently implementing. Topics such as skill requirements for advising foreign students, student-teacher compatibility factor with new students and peer advising were explored.

Multiversity
Workshop Leader: Eric White, The Pennsylvania State University

This workshop covered such topics as advising students headed toward overcrowded majors, effective forms of communication among academic advisors in a multiversity setting and using computers in the advising process.

Public College
Workshop Leader: Linda Syrell, State University of New York - Oswego

Two major issues were discussed during this workshop: (1) advisement needs/programs to serve "new" student populations attending public colleges and (2) ideas/concerns/programs to assist the upper division student to identify an initial academic major or to change direction when the original choice is closed.

Public University
Workshop Leader: Carol Ryan, Metropolitan State University

The primary area of emphasis during this meeting was how to incorporate career counseling into academic advising. After a series of brief presentations by several NACADA public college members, those attending formed groups to further discuss this issue.

Two Year/Community College
Workshop Leader: Peggy King, Schenectady County Community College

NACADA members representing several diverse two year colleges described their advising systems and effective advising tools. A general discussion on advising in two-year colleges followed.

D. Publishing in the NACADA Journal

Workshop Leader: Edward L. Jones, University of Washington

This conference workshop addressed how the NACADA Journal is produced and how manuscript evaluations are conducted. Participants examined the style, quality, main ideas and other factors involved in determining acceptable manuscripts.

E. Idea Exchange

Coordinator: Eileen McDonough, Barry University

The Idea Exchange featured demonstrations of useful advising tools, concepts, and hand-out materials. Audio-Visual, Handbooks for Advisors, and related materials were featured along with Poster Presentations. Participants moved freely about the room, facilitating discussion and information exchange.

Name	Title
Jerry Ford Houston Baptist University	Producing a Comprehensive Academic Advising Handbook
Dean B. Priest Harding University	Undecided Majors Brochure
Will Kroybill The Pennsylvania State Univ.	Cluster Advising Materials to help in Career Choices
Douglas Munski University of North Dakota	Developing a Campuswide Faculty Handbook for Improving Advisement
Thomas Kishler Michigan State University	Developing and Sustaining an All-University Advisors In-Service Training Program
Thomas Trebon Rockhurst College	Peer Advising
Karen Moses Eastern Michigan University	Retention of the Underprepared Student
Gary Rankin Jim James Oklahoma City Community College	Student Assessment and Placement
Julius Ford Westchester Community College	Attaining and Retaining Students: An Integrated Approach
Myra Lehrman Suffolk University	Partnership Between Administration and Faculty in Academic Advising

Part IV: TOPICAL SESSIONS

TOPICAL SESSION A: "ADV 101: ADVISING CLASSES"

Presentors: Robert L. Rice, University of South Carolina at Lancaster; Linda Rodd, Trinity College; Myrna Whigham and John Jacobson, Iowa State University

Moderator: Carol Patton, Texas Christian University

Three models of advising classes were presented, tailored to three types of institutions-a small, church-related, historically female college; a branch campus of a major state university, serving a largely adult population; and an engineering college within a major midwestern state university. The approaches included a mentor/advisor model of faculty teaching widely divergent topics, a proven freshman orientation course, and a streamlined approach to group advising that can be adapted to special populations such as women in a predominantly male field. Although the methods and approaches varied greatly, the presentors were unanimous in supporting the concept of such credit-bearing courses and affirming the value of such contact with the participating student.

(Session overview provided by Carol Patton)

The following abstracts, as submitted by individual presentors, explain each specific presentor's view and approach to the topic.

Robert L. Rice, University of South Carolina at Lancaster

As a result of extensive retention studies, USC-Lancaster uses a special advising model designed especially for student groups who are most likely to be non-persisters. Four student groups - transfers, readmits, undeclared majors, and developmental students - are all targeted for participation in this advisement process.

Central to the model is a three hour course entitled "University 101". This three hour credit course is taught by faculty advisors who are especially trained to address the special needs and concerns of each student group. The instructor for University 101 also acts as the students' academic advisor.

While each "University 101" class does offer unique features for the unique character of the student group, the basic objectives of the course are consistent for all classes. The class provides structured experiences to help students become more aware of those personal and institutional factors which contribute to their academic success. The course attempts to address such areas as: (1) developing an awareness of university resources, policies, and regulations; (2) understanding of career interests; (3) clarifying personal interests, attitudes, strengths, values, and inhibitors to success; (4) learning basic study skills (5) helping students develop more effective ways of communicating with faculty and peers; and (6) creating a classroom environment which is conducive to the establishment of friendships and student support groups.

Research on the effectiveness of "University 101" shows that students who participate in the class have significantly lower attrition rates as well as significantly higher scores on surveys of student study habits and attitudes.

Myrna Whigham and John Jacobson, Iowa State University

Large group intrusive advising in the classroom format is employed in the College of Engineering at Iowa State University (ISU) to accomodate approximately 3,400 students in the pre-engineering status. The course is designed to provide intrusive advising. The purpose of the course is to disseminate information regarding the rules and regulations of the college, aid the students in career planning and handle the formal preregistration procedure as students select classes for their second semester.

Students beyond their first semester at ISU continue in large intrusive advising groups. They are required to register for these classes each semester they are in the pre-engineering program. Subsequent to the first advising course students enroll in advising courses specific to their engineering major.

The advising courses meet periodically throughout the semester. The first meeting, held during the first two weeks of the semester, is designed to update students on events and changes in their departmental area that have occurred since the previous semester. Session two is used primarily to disseminate departmental career and placement information. Sessions three and four are for the purpose of class preregistration.

These courses have enabled the university to keep large numbers of students informed. Individual contact is still heavily utilized. Students are encouraged to make individual appointments with advisors to supplement the advising class. The classes are not meant to replace one-on-one advising, but instead to provide a tool by which common advising information needed by all students can be dispersed. This provides more time for the advisor to focus on individual student advisee needs.

TOPICAL SESSION B: "Career Advising for the Adult Learner: Re-Entry, Retraining, Reality"

Presentors: Carol Ryan, Metropolitan State University
Janet Tucker, University of New Hampshire

Moderator: Margaret C. King, Schenectady County Community College

This session was a general discussion focusing on the needs of the returning adult student in higher education. Representing diverse institutions, one committed to serving this population and another designed primarily to serve the traditional student, the presentors discussed their experiences and their concerns regarding the need for specialized services for returning adults as well as the importance of effective career advising based on the reality of the existing job market. Participants shared their experiences as well and general discussion followed.

The following abstract was submitted by Janet Tucker.

As an advisor at a non-traditional university created to serve adults specifically, one presentor (Carol Ryan) enjoys an institutional commitment to her clientele. Her university serves a population whose average age is 37, and programs and services are designed, funded, and staffed to address the career concerns of the student body, as well as their academic advising needs. In addition, there is cooperation with community resources in this major urban area. The challenge seems to be in providing the students who seek assistance with realistic responses and/or appropriate support for their expectations of the job market. The presentor stressed the fact that the counselor working with this special population must have a solid grasp of the theories of adult development and changes over the life-span, a knowledge of the world of work, and most critically, a sensitivity to the need to respond differently to the issues and concerns of his/her adult learners.

Although the questions seem to be the same ones asked by the younger students, the answers can be quite different. Entering or re-entering the job market in the middle of one's life, the need to retrain because of technological change or health, and the reality that there are more applicants than there are jobs for the foreseeable future were the focus of this presentation.

The second presentor (Janet Tucker) represented the very traditional institution, committed in philosophy and resources to the 18-22 year old residential students. Although this university attracts about 800 adult students each year (but closer to 25 than 37 years old), there are no career advising services which are especially intended for this group, and few resources to make such a service available. So it is an added, but unofficial, service of the academic advising office of the Division of Continuing Education on a time - available basis.

The area served by this university is more rural. There are limited opportunities for adults to study in the evening, and job opportunities for college-educated adults who are new to higher education and entering or re-entering the job market are quite limited.

The presentation stressed the value of a liberal education, the importance of remaining flexible in an ever-changing job market, and the need for both advisor and advisee to be realistic about the relationship between academic and career planning.

Profiles of typical adult students were presented for discussion purposes - and to encourage the sharing of solutions to common problems presented to the advisors of adults.

Because we have every reason to believe that the trend of adults-to-higher-learning will only increase, more advisors will be taking these students under their wings. They must become students themselves - students of adult development and students of the economy and labor market. For some time the topic will be "timely" and not supported so much by research as by shared experience with and mutual interest in this highly motivated group of students who are showing up in greater numbers on all campuses.

TOPICAL SESSION C: "Advising Student Athletes"

Presentors: Cynthia M. Patterson, Northwestern University; Arline F. and George W. Schubert; University of North Dakota, and Linda Haviland, Texas Christian University

Moderator: Michael C. Keller, Aquinas College

The Advising Student Athletes topical session was well balanced in terms of the concepts presented and the practical basis of the subject matter. Included within the three presentations were a philosophical approach to the topic, a nuts-and-bolts approach, and a concluding or summary overview of the topic.

Ms. Patterson's presentation emphasized the academic development and needs of student athletes. Included as topics were the role of the advisor in developing strategies to teach student athletes, the role of education and its relationship and relevance to athletics, rather than focusing on the advisor's role in defining athletic eligibility and priorities for athletes. Additionally, some conflicts between academics and athletics were addressed.

The second focus (by the Schuberts) was succinctly identified and focused on the special knowledge of regulations and constitutions and by-laws needed by advisors of student athletes--institutional, conference and national. Special attention was given to the notion that academic advisors of student athletes must realize that the possible consequences of improper advisement to a student athlete can affect the student's athletic eligibility, may affect the institution in terms of reputation and funds received and could, in severe cases, lead to NCAA investigation, penalties and sanctions.

Ms. Haviland's presentation demonstrated the use of academic advising as a process which teaches athletes not only how to choose courses, but also the resources of the university which are available to use in achieving success. Content also included discussion of the process which begins before matriculation and ends with graduation.

This session demonstrated that advising is educational by its very nature and can be a vital tool for teaching students about independence, resources, and choice.

In the discussion which followed there was further clarification of specific issues by the presentors, who tended to support the need for a strong advising program for athletes. The need for a staff of professionals who understand and can relate to the specific needs of athletes, and also interpret and apply the various rules and regulations which govern such students, was stressed.

(Session overview provided by Michael Keller.)

The following abstracts, as submitted by individual presentors, explain each specific presentors view or approach to the topic.

BEST COPY AVAILABLE

Cynthia M. Patterson, Northwestern University

It is important in advising student-athletes to utilize a framework emphasizing the academic development and needs of student-athletes. Far too often, athletic academic advisors tend to define their roles in terms of athletic eligibility and the priorities of athletics, rather than in terms of the development of the student-athlete as a liberally educated individual. This presentor stressed the ways in which athletic academic advising should be defined and practiced as a form of teaching.

Academic advisors to student-athletes are in a critically important position for influencing the ways in which student-athletes define their relationships to both the academic and the athletic enterprise. Especially in NCAA Division I institutions, the paradigm of professionalism in big-time athletics exposes student-athletes to a set of values and goals that are often in direct conflict with the goals and expectations of liberal education. Unless advisors to student-athletes can develop strategies for successfully teaching student-athletes the value of education and it's relationship and relevancy to athletics, they will be unable to advise and guide student-athletes effectively at both the individual and group level.

Finally, this presentor addressed the conflicts between academics and athletics that advisors to student-athletes must address on a daily basis as a result of their positions.

George W. Schubert and Arline F. Schubert, University of North Dakota

Appropriate and sound academic advisement is not only important to the student athlete, but absolutely imperative to the institution. Academic advisors who counsel students regarding their immediate course selection and enrollment in long-term academic plans must be knowledgeable about National Collegiate Athletic Association (NCAA) regulations, and academic rules of athletic conferences to which institutions belong.

Examples of General Rules Presented and Discussed

1. Member institutions of the NCAA belong to one or more of three defined divisions, Division I, Division II, Division III. Each division has different student athlete academic regulations. Numerous institutions are members of two divisional groups.

2. Rules governing student athletic eligibility may be different from institution to institution because of the institutional definition of "satisfactory progress" and "good academic standing".

3. Student eligibility rules change each academic year and athletics at some institutions, during the same academic year, may be affected in different ways by the same rule.

Examples of Specific Rules Presented and Discussed

1. Student athletes must be enrolled in a minimum of 12 semester hours during the time of participation in a sport.

2. Student athletes must present evidence of completing an average of 12 semester hours for each semester they are in school and a minimum of an average of 12 semester hours must count toward completing a specific undergraduate degree.

Examples of General Comments Presented and Discussed

1. Student athletes should not be assigned to a coach as an academic advisor, unless the coach is the official advisor for that particular academic program.

2. Student athletes should be required to complete their registration materials, drop/add forms, etc. These materials should not be completed by an assistant coach(s).

3. A student's prime reason for being at an institution of higher education should be to obtain an education and not to receive training to become a professional athlete.

4. Student athletes should not be treated as an elite group, superior to other students; nor should student athletes be treated as though they are inferior in academic potential.

Advisement of student athletes requires special knowledge, special study and sometimes extra diplomacy on the part of the academic advisor. Without proper preparation, the academic advisor is not able to provide indepth academic advisement to student athletes. The academic advisor who is uninformed about student athlete eligibility regulations will not be able to provide the best possible advisement.

Linda Haviland, Texas Christian University

The use of process in academic advising--process to teach not only how to choose classes but how to use the resources of the university to achieve success as a student--is important in the development of students as learners and consumers of the educational institution.

Through a comprehensive training program at Texas Christian University (TCU) for advisors of premajors (i.e., those who have not chosen a major), knowledge about the university and its requirements is provided to prepare faculty to advise for a variety of majors.

Athletes, particularly those in revenue sports, often come to the university expecting to be told what to do in every area of their lives. The academic advisor must not be trapped into making all decisions for these students. Athletes must learn to function independently and gain an awareness of what the academic process is about without being intimidated or embarrassed.

At TCU the academic advising process for athletes begins with recruitment during which the TCU program of education and academic advising is explained. The advising process continues throughout summer orientation.

Once athletes are on campus, group meetings are held with them for the purpose of explaining the academic services available to them as well as how to use them. Through the process of advising both in group and individual sessions, athletes are taught how to identify and use a variety of resources for choosing classes and majors. During advisement sessions for registration, they evaluate classes and past performance and fill in their degree plans. Athletes are required to come prepared to advising session; this forces them to find and use the available resources.

Advising extends beyond registration procedures. Through personal contact by advisor and support of coaches, the athletes are encouraged to use the advisor to learn more about career plans and options, the university as a structure, courses and how they mesh with career plans and interests, and perhaps most importantly, about themselves.

TOPICAL SESSION D: "Developing Faculty Advising Skills"

Presentors: Katherine German and Tom Gerecke, North Shore Community College; Thomas J. Kerr and Mark Corkery, Boston University and David J. Goldenberg, Bradley University

Moderator: Linda A. Syrell, SUNY - Oswego

This session focused on the training of faculty advisors at three very different institutions. There were, however, several common threads in the three presentations which will be individually summarized later in this report.

- Each institution was seeking a vehicle to supply faculty with information that would help them to better advise students.

- Each institution was limited to voluntary faculty involvement (though the pressure to participate varied from one institution to another).

- Each institution had some degree of concern about student retention.

- Each emphasized the need for cooperation between student services and academic services in their efforts to improve faculty advisement.

The lead-off presenters from North Shore Community College in Massachusetts described their institution as an open admissions college that does not require a high school diploma of students who enroll. The 150 unionized faculty members are contractually mandated to meet with advisees twice a semester, and as advisors are expected to perform a variety of student advising tasks. The advisement program is managed cooperatively between academic and student services and these coordinators had planned and delivered five topical seminars before a "work to rule" situation resulted in no participation. The forum series included discussions on students with special advising needs. Each session required about one and a half hours of the faculty member's time and was facilitated by a presentor who then encouraged questions and interaction on the topic. This approach resulted in a non-threatening exchange of information and an opportunity for faculty members to meet one another (North Shore is a split campus with classes held fifteen miles apart), and to get a better idea of referral services/support staff.

The second set of presentors were from Boston University and they were presenting a model for advisor training of new (to Boston University) faculty members who were "encouraged" to attend the planned sessions by the college president.

The model explained represented a one-time, two-hour commitment of five units which included a stereotyped review of advisor styles on cartoon overheads, the O'Banion model of advisement delivery, advisor referral services, listening skills and finally, a focus on the advisor as the coordinator of the student's experience. The participation rate of invited faculty was 70 - 75 percent.

Finally, David Goldenberg presented the model and some materials that are used in advisor training at Bradley University. In this instance, the time com-

mitment is for two sessions of 90 minutes held in one month. The first session begins with a ten-item quiz for advisors and everyone fails, establishing immediately the need for the training session. The handouts included "Just what you've been looking for"--answers for advisors; "Responsibilities of a Student in the Advisement Process"--so that the sessions are not a one-sided emphasis on the advisor's responsibility; and a look at a three-ring, punched notebook for students which includes information on careers and programs, co-curricular opportunities, advancement activities (institutional development), and auxiliary services. Mr. Goldenberg also indicated that Bradley was now retaining students at the 88 percent level from the freshman to the sophomore year.

When the smaller group reconvened for discussion, there was substantial interaction. The effect of unionization on advisement services, reward for faculty advisors, training to work with particular target student groups, materials for advisor training, timing and delivery style were the primary issues discussed.

(Session overview provided by Linda Syrell)

The following abstracts, as submitted by individual presentors, explain each specific presentors view and approach to the topic.

Katherine L. German and Tom Gerecke, North Shore Community College

"A Forum Series on Advising Issues" outlined the development and implementation of an informative discussion series for faculty advisors highlighting selected critical advising skills and content areas. The goals of the Series are to increase advisor awareness of the importance of the advisory process and to provide a direct support system to the advisor. In fulfilling these goals, each forum in the series provides current information and techniques as well as an opportunity for faculty advisors to discuss related issues and cases. The series is presented annually with forums scheduled on a regular basis throughout the year to be attended on a voluntary basis by interested faculty advisors. Each forum is presented in a seminar format which is co-chaired by faculty and staff who have expertise and experience in the specific area to be discussed.

On the basis of an advisor survey on potential topical areas, a pilot program was initiated to address the following issues:

* Helping Students Transfer
* Helping Students Manage Stress
* Helping Students in Crisis
* Responding to Classroom Crisis

Additional topics under development for next year include:

* Advising Students with Disabilities
* Helping Students Make Career Decisions?
* Improving Advisor's Interviewing Skills

The program has become the most responsive facet of the College's overall advisor preparation program. Other components of the preparation program

include: an orientation to the advisory process for all new faculty; master advisor updates on the advisory process conducted within the divisional structure for continuing faculty and an annual review of revisions both in the advisory process and the advisory handbook for all faculty. As the most recent innovation in the preparation program, the Forum Series provides:

* an opportunity for advisors to develop and refine their skills and awareness in a variety of areas within the advising process;
* an opportunity to gain a more complete understanding of the advising process and of the potential roles which an advisor may fulfill;
* an opportunity to allow advisors from various disciplines to share ideas and experiences with each other.

Thomas J. Kerr and Mark Corkery, Boston University

"A Multi-Faceted Approach To Training Academic Advisors"

In response to a charge from the president of Boston University, a committee was formed to investigate methods which could be implemented to improve the retention of Boston University students. Recognizing that faculty members in the role of academic advisor act as coordinator of students' educational experiences, a multi-faceted workshop was designed to acquaint new faculty with the integration of academic advising into their roles as teachers and mentors. The workshop was designed to cover four distinct units: the theory and practice of academic advising; information on student support services; recreational services; and administrative resources. The workshop also covered how knowledge of each of these areas positively impacts the quality of the academic advising provided by the faculty for their students.

The presentation at the conference focused on the segment dealing with the theory and practice of academic advising. It was designed to provide information and an overview of the skills that are necessary for faculty to provide quality academic advising not only for the neophyte faculty, but also for the experienced faculty member new to Boston University.

This segment was divided into nine ((9) units which were supplemented with twenty-six transparencies. The following is a summary of these units with a brief listing of the topics covered in each segment.

1. Overview: introduction; explanation of the inter-connectedness between academic advising and other services; Boston University's commitment toward academic advising.

2. Reasons for Advising: change in mission of universities; enrollment patterns; curriculum expansion; concern for individual growth and development.

3. Definition of Advising: the three types of advising; general definition of advising.

4. What Advising is not: four stereotypes illustrating common myths and misconceptions of academic advising.

5. A Conceptual Model: the O'Banion model of Academic Advising, an example.

6. Basic Responsibilities: a listing of faculty responsibilities developed by experienced faculty at in-service workshops.

7. Skills and Attitudes: identification of the key elements that need to be applied to improve the advising session.

8. Student Expectations: what advisees consider to be an important part of the advising process.

9. Beneficial Results: qualitative outcomes of advising; quantitative outcomes; general goal statement.

The segment on the theory and practice of academic advising is designed to be completed within a one hour session. The intent of the segment is that faculty members will exit knowing what is expected of them at Boston University with regard to academic advising and an appreciation of the importance that is given by the University.

TOPICAL SESSION E: "FACULTY ADVISING AND CAREER PLANNING"

Presentors: David McGrevy, St. Lawrence University; Marvin Roth, Lafayette College; and Gail Wilkie, University of Washington

Moderator: Virginia N. Gordon, The Ohio State University

Three approaches to integrating career planning into the advising function and ways to help faculty advisors feel more comfortable with career planning issues were addressed by presentors from three institutions.

Filling the gap between descriptions of students and career demands with similar descriptions of liberal arts majors was the objective of a study at St. Lawrence. Thirty activity-ability statements from a career placement exercise were used to describe "the successful graduating senior" majoring in English, psychology and biology. Freshmen, seniors, and faculty in each department ranked the 30 statements to describe the successful major, and also completed measures of locus of control, intellectual development (based on Perry's scheme), and a self-description. A summary of the findings for each major and level of educational experience was presented in the context of academic advising. New majors completed activity profiles for themselves and examined course work in terms of required activities, knowledge, and personal demands.

This approach to advising-career development appeared to boost confidence in a liberal arts education, and reduced stress (particularly among seniors) associated with the transition from academia to the world of work. The framework provides students with tool-vocabulary for effective interaction with faculty, career and student development personnel, and future employers; advisors have a tool which can be applied effectively across individuals, majors, and careers.

The LAUNCH Program (Learning and Understanding Not Choosing Haphazardly) at Lafayette College is intended to encourage interaction between advisor and student when curriculum and career questions overlap. It is also designed to help in the situation where some students and faculty might be uncomfortable initiating this type of goal sharing.

The University of Washington uses a two credit hour career development seminar to help liberal arts students with career planning. The course goals are (1) to encourage students' self-assessment of personal interests, skills, and values, (2) to provide students an opportunity to explore the world of work using their liberal arts research skills, and (3) to help students define a potential career interest or goal, based on the integration of self-assessment activities and career exploration findings.

(Session overview provided by Virginia N. Gordon)

The following abstracts, as submitted by individual presentors, explain each specific presentors view and approach to the topic.

David F. McGrevy, St. Lawrence University

Advocates of liberal arts offer that students acquire the life-long skills of analysis, synthesis, communication, quantification, and valuing. Though acceptable to many academicians, these terms provide little assurance to career oriented students who choose liberal arts majors. An approach to academic-career advising which communicates the value of liberal arts in the skill specific context desired by many students was outlined. Research findings were presented for three liberal arts majors and an advising program was proposed.

The approach draws upon theory and practice in the areas of human and career development. It assumes that any student, career, and major can be described in terms of four elements: knowledge content, activity content, person environment, and person-career balance--elements common to many career development programs which attempt to match individuals to careers. In many technical areas, the demands of the career closely resemble the demands of the academic experience; in liberal arts areas the match between career and course work is less well defined.

A study designed to fill the gap between descriptions of student and career activities with a similar description of liberal arts majors was summarized. The "successful graduating senior" majoring in English, psychology, and biology was described in activity statements by freshmen, seniors and faculty in each department. Generally, students perceive the successful senior in their major very much like the faculty, suggesting that undergraduates do not need discipline specific information, but do need to come to know themselves.

In practice, the formal knowledge content of a major is deemphasized, while areas of agreement and disagreement between student and faculty activity content profiles form the core of an advising workshop where new majors complete activity profiles for themselves. Students find the four element model easy to assimilate and apply to their individual majors, career interest, and plans.

Marvin J. Roth, Lafayette College

It is clear that many advisors, particularly faculty advisors are very uncomfortable talking with advisees about questions regarding careers. This is especially true of faculty members in the liberal arts disciplines. They often have had no experience outside of academe to prepare them for questions about the rest of the world of work. All too often the response is an abrupt redirection of the advisee to the Career Planning and Placement professional.

At some point in the advising session this may be appropriate, but there are particular questions the advisee can be asked to begin or continue the career development process.

Encouraging this level of interaction could increase the perceived level of the advisors receptivity of and concern for the advisee at important times in the advisee's education when curriculum and career questions overlap, in fact coincide.

A component of the "L.A.U.N.C.H." concept includes an advisor seminar which provides information on skills assessment and career alternatives. The theore-

tical structure the seminar uses is the Perry Scheme of Intellectual and Ethical Development.

The "L.A.U.N.C.H." outline is designed to facilitate discussion in situations where some students and faculty might otherwise be uncomfortable initiating this type of personal goal sharing. An additional benefit of the "L.A.U.N.C.H." worksheet is that it encourages contemplative questions the student may not have previously considered. These questions are relevant to curricular planning as well as career planning.

TOPICAL SESSION F: "Peer Advising Programs"

Presentors: Sister Margaret Ann Landry, Marymount Manhattan College
Judith Gazdag, William Paterson College of New Jersey

Moderator: Sister Gabriel M. Hoare, Webster University

Peer Advisors add an important dimension to the advisement process, allowing students to learn directly from the experience of other students about the style and expectation of teachers. Peers convey information that faculty would be unable to provide. Peer advising is seen not as a replacement for faculty advising but as a supplement.

A decentralized approach to peer advising is in operation at Marymount Manhattan College, N.Y. Peers are selected by the Director of Advisement after faculty recommendations and divisional chair approval. Each peer must be at least a sophomore, be in good academic standing, and demonstrate effective interpersonal skills, a willingness to set aside time for advising, and knowledge of the college and curriculum requirements. These student volunteers gain satisfaction from helping other students, learn skills beneficial to themselves, win recognition from faculty, administration and students, and have a useful item to include in their resumes for graduate school or work. Peer advisors work in their own divisions and are appointed in numbers proportionate to students in each division. Orientation of peer advisors takes place with faculty; special workshops on advising skills are held regularly. The program is aimed at fulltime, traditional-age day students.

At William Paterson College, peer advising takes place in the Information and Peer Advising Center. Peer advisors make application and are selected by the Assistant Director of Advisement/Counseling Services. Peer advisors are paid $3.50 per hour, receive six weeks of formal training and begin to do peer advising under supervision by the fifth week. They are generalists and serve as a liaison with assigned advisors.

During this topical session Judy Gazdag distributed a bibliography of current literature. She enumerated titles given to peer advisors, services performed and criteria by which peer advisors are selected within the 225 institutions who report using peer advisors. Primary consideration is given to GPA and academic standing. A major advantage of using peer advisors as described by Sister Margaret Ann Landry, is that, with more advisors available more service is provided. Judy presented, with the assistance of transparencies, a profile of the William Paterson Advisement Center; then Sister Margaret gave an audio-slide presentation of the Marymount Manhattan model. Judy emphasized the importance of using the Media to get effective publicity. Marketing tools were rated in order of effectiveness: 1. brochures, 2. orientation programs, 3. school papers, 4. catalogs, and 5. radio announcements. Discussion revealed that two-thirds of the audience use peer advisors.

IMPLICATIONS OR RECOMMENDATIONS FOR THE FUTURE OF THE TOPIC

Enthusiasm for the models presented and the variety of models described attested to the strength and viability of the peer advising concept. Some

directors said they could not operate their programs without peer advisors. Legal ramifications and negative attitudes of parents toward students as advisors surfaced several times. But the advantages of peer advising continues to outweigh any disadvantages raised.

(Session overview provided by Sister Gabriel M. Hoare)

TOPICAL SESSION G: "Promoting Cooperation Between Faculty and Professional Advisors"

Presentors: Catherine Ann Tauer, The College of St. Catherine
B.J. White and J.D. Beatty, Iowa State University

Moderator: Claudia Fischer, University of Delaware

The two presentations in this topical session provided a comparison and contrast of how cooperation between faculty and professional advisors is facilitated at two institutions which are quite different in size and focus. The College of St. Catherine is a small private college with about 2,000 students. Iowa State University is a very large public Multiversity with about 25,000 students.

The College of St. Catherine established a centralized office of academic advising six years ago. The purpose of the office was to lighten advising responsibilities of full - time faculty members and to provide support services for faculty advisors. When the advising office was established the staff provided advisement to freshman and sophomores who had not declared majors. It also provided a source of information for all students on a daily basis from 8:00 to 4:30 p.m. The office was staffed by one full-time and one half-time person.

Over a five-year period the function and scope of the centralized advising office has grown and now provides many advising support services for faculty. The services include:

1. Provide faculty with an advisor's handbook and keeping it up to date

2. Gather and distribute academic information about all departments. Serve as a communication office for departments to disseminate their information to the entire campus.

3. Organize orientation meetings for students to meet with departments and have advisors assigned.

4. Maintain 4 year program planning sheets for all majors.

5. Prepare registration handbook for advisors with information about new courses, changes in prerequisites and other important facts.

6. Set up meetings with each department to discuss what the department would like the advising office to do or improve.

7. Give a workshop to prepare faculty to help advise and register new students during the summer.

8. Compile various computer lists dealing with student records.

In addition the staff of the advising center participates in the evaluation of faculty for the annual faculty awards. The awards include consideration of outstanding advising services.

In 1983 the centralized advising office surveyed both students and faculty concerning satisfaction with the services provided. The results seem to indicate that both students and faculty feel the advising office has made a significant impact in improving academic advisement.

Iowa State Unversity focused on the distinctly different roles of faculty advisors and professional advisors and how they implemented a plan to capitalize on the strengths of both groups and minimize the differences in their advising roles. Traditionally faculty place the greatest emphasis on teaching and research and the advising role is viewed with minimal importance. Professional advisors on the other hand typically view quality advising and student satisfaction as a top priority. As a result of these diverse views communication and mutual respect between the two groups was low.

In an attempt to find a solution to the problem, professional and faculty advisors were surveyed concerning their attitudes about the relationship between teaching and advising. A solution emerged from the survey results. The institution decided to combine the strengths of the two groups by creating an environment in which teaching was a central function of the advising role. This was accomplished by involving faculty and professional advisors in teaching orientation and career planning courses at Iowa State. This approach effectively combined the faculty's inclination toward teaching and research and the advising professional's commitment to providing high quality advising information. Communication and mutual respect was definitely improved between the two groups and as a result the quality of advising also improved.

Faculty involvement in advising was also strengthened by establishing an advising committee with an advising coordinator representing each academic department and program. This committee meets on a regular basis to update policies and procedures. The advising coordinators then share pertinent information with other advisors in their unit.

(Session overview provided by Claudia Fischer)

The following abstracts, as submitted by individual presentors, explain each specific presentors view and approach to the topic.

Catherine Ann Tauer, CSJ, The College of St. Catherine

Cooperation between faculty and professional advisors may be difficult to promote if the professional advisors in a centralized advising office lack credibility with the faculty. Credibility and cooperation are fostered in many ways. The processes will vary and be successful to different degrees depending on the history and structure of the institution, on the philosophy of the institution, on personalities of persons involved in the process, and on other related variables. The process developed in this institution might be followed by other institutions but with the applications of the steps modified by each institution's resources, personnel, and administration.

For this presentation the eight steps identified in the process developed at The College of St. Catherine are: 1) Group defines needs, 2) Group recommends action, 3) Group gains administrative support, 4) Group helps establish

priorities for action, 5) Priority given immediate short-range goals, 6) Progress is evaluated, 7) Attention given to morale building, 8) Future needs anticipated and action planned. The emphasis is placed on having faculty involved in each step of the planning process and in the action taken by the central advising office. Where the faculty are not directly involved they are kept informed about the actions taken by the central office.

Since cooperation and credibility between faculty advisors and professional advisors are essential to the development of successful advising programs and because these two essential qualities are developed in a large variety of ways, it is helpful for all institutions to continue to share information about ways that have been found effective in developing this credibility and cooperation.

B.J. White and J.D. Beatty, Iowa State University

Advising is a teaching function, regardless of who delivers it, and it is dedicated to the development of both rational and ethical capacities in our students. Advising and teaching both strive to accomplish an ascending set of increasingly complex objectives: 1) the transfer of information, 2) improvement in skills building and decision-making, 3) improvement through basic and applied research, 4) the development of quality personal relationships, and 5) the development of quality people.

The session described survey results from students evaluating their advisor as a teacher and from faculty and professional advisors evaluating the traditional university trinity - research, teaching, service - plus commenting upon the status of the teaching/advising environment. The focus was on merging professional and faculty advisors' strengths, and also frankly confronted the continuing challenges and suspicions that dampen maximum cooperation between professionals and faculty advisors.

TOPICAL SESSION H: "Utilizing University Residence Hall Systems in the Academic Advising Process"

Presentors: Howard Schein, University of Illinois at Urbana-Champaign
Virginia Reese, University of Michigan at Ann Arbor
Darlene Diggers, University of Iowa

Moderator: Lynn Gardner, West Virginia University

The universities of Illinois, Iowa, and Michigan have implemented residentially based academic advising systems for their undergraduate students. Each has developed a quite different structure to address significant advising issues. Presentors described their systems emphasizing strengths of each and the quite different flavor of advising in the students "home territory".

Howard Schein presented a system "under construction" which utilizes residence hall staff to address academic and career issues of undergraduate residents. Their planning of appropriate activities and programs is intended to supplement and complement the existing academic advising systems on campus.

The staff is trained through three modes: 1) a resource handbook created by housing staff and college deans focusing on academic referral skills; 2) a mandatory course for credit; 3) initial and weekly staff development sessions.

A full time academic advisor maintains office hours and provides information sessions which include counseling, career planning, and/or faculty resources. An independent library system includes updated course and curriculum material. Under consideration are computer assisted self-help centers for career placement, counseling, and health education.

Virginia Reese - The Literature and Arts (LSA) counseling office and the Housing Division have jointly created a program with the primary goal of teaching students how to make responsible decisions and handle their consequences.

The residence hall staff play a key role in the advising process as they connect students with appropriate resources throughout the university and develop programs and services for residents in their particular living units.

Faculty advisors from the LSA counseling office have regular office hours in the halls. Advisors counsel residents and support staff in their programming efforts. This on site visibility underscores the positive notion of advising as an important tool and a normal function for all students.

An independent library system contains: career information, exam files, study skills materials, college guides, access to SIGI, and special programs to enhance academic success.

Darlene Biggers - Increased enrollment, inconsistency of advising, and a concern for the higher attraction rate of open majors led to the establishment of the undergraduate advising center at the University of Iowa. The center has grown impressively and now serves about 6,500 freshmen and sophomore students who are predominantly open majors.

For convenience of students the center has two locations, both in residence halls on opposite sides of the campus. This location provides a less formal atmosphere and serves as a nucleus of expanded academic support services. The staff is predominantly part time and is similar to faculty in academic background, teaching/advising experience. These advisors and their advisees use faculty heavily as a resource. Locating advisors in residence halls affords them easy access to a communication network which effectively reaches students; advisor visibility, campus mail, posters, presentations to RAs and to their living units. Hall based advisors also consult with and refer many students to a wide array of special support services on campus.

Audience response indicated that the notion of reaching through residence halls the many students who only seek help during formal registration periods is worth exploring in future conferences as this approach is applicable to all sizes and types of institutions.

(Session overview provided by Lynn Gardner)

Each of the individual presentors prepared the following to further outline their institutions residential hall advising system.

CASE 1 - THE UNIVERSITY OF IOWA

The University of Iowa, (29,712 students) enrolls most of its incoming freshmen in the College of Liberal Arts. The academic advising center was created at the University level to increase the consistency and quality of advising these students. Staff hold advanced degrees and reflect a broad array of academic backgrounds.

For the convenience of students, to serve as the nucleus for campus-wide academic support services and as a hub for student-centered delivery, the advising center's two locations are in residence halls with 8:00 a.m. - 9:00 p.m. daily hours.

The advising center also works closely with Admissions and Orientation during new student registration and with a wide variety of student support services.

CASE 2 - THE UNIVERSITY OF MICHIGAN

The University of Michigan, Ann Arbor (22,000 undergraduates) enrolls 13,000 students in the the College of Literature, Science and Arts. The Housing Division (8,500 undergraduate residents, primarily freshmen and sophomores) and the College of LSA Academic Counseling Office, through a joint appointed Director of Academic Advisors have developed a program that addresses the advising needs of residence hall students.

Michigan's philosophy is to provide students with decision-making skills through the use of faculty and peer advisors and workshops as well as provide administrative information. The basic components of Michigan's system are: 1. Use of specially trained residence hall staff as advisors and referral agents; 2. A residence hall library system; 3. Specialized staff training programs and 4. Faculty advisors assigned to residence halls.

CASE 3 - THE UNIVERSITY OF ILLINOIS

The University of Illinois, Urbana-Champaign has 25,000 undergraduates (8,500 primarily freshmen and sophomores in University housing), all of whom are enrolled in colleges. No campus-wide centralized advising system exists, with colleges being very strong and somewhat autonomous units. The Office of Residence Life in the Housing Division, in order to strengthen its involvement in students' academic lives, is currently instituting an advising program that includes: 1) Training residence hall staff to be effective advising referral agents; 2) The completion of an Academic Advising Referral Handbook; 3) The creation of residence hall library resource centers; 4) On-site advising workshops and 5) Collaboration with other student affairs units to coordinate effective residentially-based advising and counseling programs.

PART V. ROUNDTABLES

Throughout the 1984 National Conference various round-table discussions were conducted. Since the aim of this year's roundtables was to stimulate discussion by conference participants, as opposed to a formal presentation by one or several presentors, no abstracts were requested for submission into the Proceedings.

Thus, below is a list of the topics which were discussed, the individuals who were responsible for facilitating the discussion, and a brief description of the session.

ROUNDTABLE A: "Academic Advising as a Profession: Are We Ready for Professional Standing and Standards?"

Moderator: Sara C. Looney, George Mason University, NACADA Representative to the Council for Advancement of Standards

Implementing professional standards typically generates a variety of feelings. One of these is joy and celebration ("Hurray! Now we march under an identifiable standard"). But there is anxiety also ("Might I or some of my colleagues and friends not measure up and possibly have to seek other employment?"). This discussion reviewed some of the work performed by the Council for the Advancement of Standards and issues related to developing and implementing professional standards.

ROUNDTABLE B: "Advising in the Tenure/Promotion Process: Nightmare or Dream Come True?"

Moderator: Roger B. Winston, Jr., University of Georgia

A supposition typically voiced in NACADA gatherings runs along the line: "If academic advising were built into the tenure and promotion process, faculty members would pay more than lip service to advising." Whether academic advising should be a necessary ingredient in this process was the focus of this roundtable. The audience addressed such questions as: 1) Who should do the advising? faculty colleagues? current advisees? recent advisees? or some mix of these?; and 2) Should faculty be required to advise students, or should faculty be permitted to elect to advise or to engage in other forms of institutional service?

ROUNDTABLE C: "Vocational Skills from a Liberal Education: Who Needs to be Convinced?"

Moderator: Eric R. White, The Pennsylvania State University

Advocacy for the benefits of a liberal education and the skills students develop has come from many quarters and been aired in the popular and professional media. Nevertheless, each term students cast votes for preprofessional concerns, and it is clear that interest in areas such as computer science and business administration is strong and likely to remain so. Discussion in this roundtable center around the thought that if the above is true, then how will academic areas in the humanities and social sciences respond?

ROUNDTABLE D: "Advising for Lifelong Learning Through Continuing Education"

Moderators: Cheryl J. Polson, Kansas State University
Mike W. Webb, University of Cincinnati

Adult learners have received increasing attention in recent years as the profile of the typical college student changes. Over 40 percent of college students are over 25. Major programs shifts have been made to accomodate the learning needs of these adults. Participants in this roundtable centered their discussion around the challenges of advising the adult learner in environments which have yet to recognize this shift in the student population and creative ways in which institutions have begun to respond to this populations needs.

ROUNDTABLE E: "Moving Beyond Prescription into Education: Expanding the Role of the Preprofessional Advisor"

Moderator: Kim Alexander, University of Georgia

Many freshmen declare major interests in preprofessional areas such as pre-law, pre-dental, pre-med, and pre-engineering. Their motivations include expectations of affluence, prestige, independence, and a sense of helping others. The majority of the candidates will not gain access to these fields, and some who do will find the area inappropriate for them. This roundtable discussion centered on what responsibility the academic advisor has in regards to the student who may fall into the above mentioned category.

ROUNDTABLE F: "Orientation: Whose Needs Are Being Met, Students' or Institutions'?"

Moderator: Monique W. Anderson, University of Tennessee at Knoxville

Traditionally, orientation has been promoted as the opportunity for new students to gain basic familiarity with the institutions they are about to enter. While that is not a total misrepresentation, it is clear that many orientation programs are heavily geared to meeting the needs of the institution (diagnostic testing, placement in classes and work/study positions, for examples), whereas the needs of the students to adjust to college and to learn more about institutional programs and services are generally secondary. Some colleges are going so far as to shift these aspects of "orientation" to postenrollment periods such as the fall term or the entire freshman year. Participants in this roundtable were urged to discuss ways in which orientation services might be tailored to help the students better meet their needs.

ROUNDTABLE G: "The Challenge of the Graduate Advisor"

Moderators: S. VanderArk and Lois Moore, University of Akron

As enrollments in graduate programs increase, faculty who may not have had prior experience in the advising capacity are now being called upon to fulfill the role of graduate advisor. Most are unprepared for the necessary blending of knowledge and emotional support that are required. The purpose of this round-

table was to allow participants an opportunity to share their perspectives and provide examples of successful graduate advising techniques. Data collected in a spring 1984 survey of other midwestern graduate programs were shared. Among the issues discussed were: retention, career opportunities, lack of adequate preparation, and creativity, as well as more personal concerns such as emotional problems, deferring decisions by attending graduate school, and blending career and life goals.

ROUNDTABLE H: "The Use of Peer Advisors: Cop-Out or Common Sense"

Moderator: Kitty Corak, University of Montana

For many years, even decades, larger institutions have employed graduate students, specifically trained and closely supervised, to assist freshmen and sophomores in coping with the maze of registration procedures and graduation requirements. Recently, colleges of various types and sizes have begun to employ undergraduate students to provide a wide range of academic support services. The point of this discussion was to take a look at why this is happening and some of the pitfalls to be avoided. Do fellow students really get the job done, or are we admitting that faculty and professional advisors cannot, or will not, work with advisees with regards to "academic support" concerns? Is it simply a matter of money? Or must we be trying to co-opt, give legitimacy to, and perhaps gain some control of the student grapevine? Other related questions were discussed during the roundtable.

PART VI. PAPER SESSIONS

(No. 1) ACADEMIC ALTERNATIVES ADVISING: A NATIONAL SURVEY

Presenters:
Virginia N. Gordon, Ohio State University
Cheryl Polson, Kansas State University

Summary Author: V. N. Gordon

This session presented a summary of the data collected through a national survey concerning academic alternative advising. Alternative advising is defined in this case as guiding and redirecting students who need assistance in identifying an academic major other than their desired but unattainable choice. To determine the awareness and scope of the problem as well as existing services for this student population, a national survey was conducted of NACADA members by the NACADA Research committee.

Seventy-five percent of the institutions reporting indicated that at least one-fourth of their students were in need of alternative advising. The reasons given for students being denied admission to major programs were poor academic performance (88%), tightening of criteria for entrance into the major (54%), students with advanced hours changing their minds (48%), and rejection from traditionally selective admissions areas such as nursing, pre-law, etc. (29%). Some of the academic areas reporting students with a need for alternative advising were business, health sciences, computer science, engineering, education, communications, and journalism.

The majority of reporting campuses indicated they used the problem and intended to initiate special programs in the near future. Thirty-seven percent of reporting campuses indicated that they had initiated special services to advise this population. While the majority used pre-existing services. Some of these services include training special advisors, offering credit courses for academic exploration and decision making, and providing workshops or information sessions on alternative majors.

Although there appears to be a cluster of majors throughout all types and sizes of institutions whose admissions policies have had an impact on the students' major choices, there are still some specific to each campus. While business was consistently named by a majority of institutions responding, other areas such as architecture, journalism, communications, criminal justice, and education were named by individual colleges as denying students admission. While this problem may be cyclical, many institutions will need to establish programs to meet the advising and counseling challenges of this important and growing group of students..

(No. 2) ADVISING AS A FORM OF ACADEMIC TEACHING

Presenters:
Gail Hirsch, Lodema Burrows, Elsbeth Pfeiffer, and Eva Haberman, Bank Street College of Education

Summary Author: Happie Byers, Bank Street College of Education

Advisement is at the heart of the graduate education at Bank Street. Every student spends one year in supervised field work. The person supervising this experience is the advisor. The student becomes one of six or nine students assigned to one advisor. The advisor meets with each student individually a minimum of twice a month, with the group of students once a week, and visits each student on site on a regular basis, minimally once a month. It is in these contexts that the advisement process takes place. Advisement begins during the admissions process. In addition to transcripts, the applicant is asked for an autobiographical essay and asked to participate in a personal interview. This process attempts to determine whether candidates will be able to use and benefit from advisement. In this structure, helping the student plan a course/fieldwork schedule is but one aspect of the advisment function, which continues beyond the year of supervised fieldwork/advisement.

Advisement is a learning-teaching process based on earned trust, in which an advisor uses the student's own agenda, both personal and professional, to enable the student to focus on both the immediate issues of his/her teaching or supervising and on the long-range issues concerning the integration of new knowledge and skills with his or her enactment of the professional role. It is highly individualized, taking the student from their entering level (whatever it is) to a higher personal and professional level of learning. These goals are mutually decided.

The student in the advisement process creates new knowledge for him/herself in the area of field setting. They develop a relationship with a senior member of their profession whose function is to support and guide, and with a group of peers who are similarly engaged.

Students are in courses concurrently with advisement; thus, academic study supports the interactive relationship of theory and practice, in that theory informs practice and practice informs theory. The advisement process is that dynamic interpersonal exchange which both monitors and mediates the way this learning takes place.

A major goal of the education/advisement process is to enable the student to function professionally in a new role or enhance their functioning in a familiar role. This requires the opportunity to experience a change in psychological stance, a shift from the role of student, partly dependent and not fully responsible, to the role of teacher, fully responsible and ready to make appropriate demands. It also requires the ability to separate professional from personal self and to understand the impact of others on self and of self on others while learning better to use one's personal strengths in behalf of one's professional work.

(No. 3) THE ADVISEMENT OF DAY AND EVENING STUDENTS: DIFFERENT PROBLEMS AND DIFFERENT SOLUTIONS

Presenters:
John Faulstich and Marc Mappen, Rutgers University; Anthony Lutkus, New Jersey Department of Higher Education

Summary Author: M. Mappen

Rutgers-Newark is a campus with separately administered day and evening undergraduate colleges. Both colleges have experimented with the delivery of advisement and other student services to determine the best methods for reaching their separate populations.

Rutgers-Newark thus presents an interesting environment in which to compare services provided to day students and evening students. Many extraneous variables have been eliminated, since there is a single campus, with one central office for admission, registration, and academic support services. By examining the two colleges, it is possible to arrive at an understanding of the differing needs and characteristics of these students and the relative success of alternative methods of advisement.

In regard to the nature of these two populatins, the typical "day school" student is a white ethnic, suburban 19 year old male who attends college on a full-time basis. The typical "night school" student is black, urban 28 year old female who attends on a part-time basis. Both are first generation college students.

The two colleges differ in (a) recruitment and admission, (b) testing and placement, (c) registration and orientation, and differences are dictated by the differing nature of the two student bodies. Day students are making full-time commitment to their education; they expect to be devoting most of their time over the next four years to their studies. Evening students are going to college as an "add-on" to the obligations of their adult lives, and they have considerably less time available.

The practical consequence is that, for example, students at the day college apply for admission early in the year, providing ample time for placement testing, registration, and orientation. Evening students apply quite late, therefore testing, registration, and orientation must be provided on a limited, off-hours basis.

(No. 4) ADVISING THE REENTRY MALE

Presenter:
Michael W. Webb, University of Cincinnati

Summary Author: M. W. Webb

Returning adult males are becoming increasingly common or our campuses as a number of factors which cause a return to education. This presentation focused on what causes men to return to education and the concerns that often accompany reentry. Possible programming efforts to respond to the needs of this population were also discussed.

Most research shows that adults look to education for specific reasons. There is an emphasis on Applicability. Thus the emphasis is on learning from an applied perspective.

Life transitions also attribute to learning. Most people could cite a specific event which triggered the learning activity, such as divorce, being by-passed for a promotion and other such events. Fifty six percent of "triggers" for learning were career related.

Career, career advancement, career change, and job growth, seem to be the major "triggers" of a return to education but it is interesting to note that so many males reenter at or near the "age 30 transition." In working with the reentry male, it appears that most are extremely aware of the number of choices to be made during this transition.

Education is seen as a socially sanctioned way of making changes, yet fear of failure is a very common concern and many males deal with their "shoulds." They should know about college already and many do. Many returning males had a poor first experience with college and have decided to "give it another try."

Administrative concerns are the most expressed concerns. How do I register? What is a major? How do I find an advisor? What does marticulate mean? In other words, "how do I deal with the bureaucracy" is a major concern.

Once the bureaucracy is dealt with, the doubts about success emerge.

Two other areas of concern exist but are often dealt with more indirectly. Those two are career and personal concerns.

Personal concerns are often the most difficult to approach. Concerns around changing sex roles, stress management, divorce, and close friendships, are seldom dealt with and may never be addressed as part of reentry concerns.

Much research has been done on the reentry woman. Little attention has been given to the reentry man. Although some programming exists for the general reentry student, further research needs to be done on the concerns of the returning mele student and possible ways of programming to meet his needs.

(No. 5) COUNSELING...THE SIGNIFICANT COMPONENT TO SUCCESSFUL ACADEMIC ADVISING

Presenters:
Harold Reuber, Jesse Skaggs, and Buddy Ramos, Johnson County Community College

Summary Author: H. Reuber

The challenges of effective academic advising are being addressed at all levels of higher education but nowhere is the challenge greater than at the comprehensive community college. These challenges include a diverse student population with a large and increasing number of students described as "undecided"--undecided in terms of career, personal, and educational goals. In a strong effort to meet these challenges, Johnson County Community College (J.C.C.C.) in forming its advising staff decided to utilize a nucleus of professionally trained counselors. These counselors do all the academic advising and are also equipped to handle the other student needs such as personal and career counseling if, in fact, these needs must be met before the academic advising process can begin.

The process for new students at J.C.C.C. begins with an application for admission, continues with an orientation to the college, and an assessment of English, reading, and math skills. Following this the student meets with a counselor. This initial meeting with a counselor is important for at least two major reasons:

1. The counselor can assess where the student is and what he/she needs.

2. The counselor will, hopefully, provide a setting in which the student feels comfortable in returning for follow-up advising or additional counseling.

The counseling and advising functions become inseparable when working with large numbers of undecided students. This may imply that we need to carefully select the personnel who are to provide these functions. Frequently they (advisors or counselors) are the people making the first lengthy contact with students. The student's impression of that initial encounter is most critical in determining not only their success but also their persistence in achieving both their educational and career goals. Johnson County Community College believes that the advising/counseling function is extremely effective when counselors are involved in the process.

(No. 6) DEVELOPING RESEARCH IN ADVISING: FOUR PROJECTS

Presenters:
James Kelly, Linda Higginson, James Levin, Eric White, and John Wyckoff, The Pennsylvania State University

Summary Author: J. Kelly

Within the past two years, four advising projects have been undertaken by Penn State's Division of Undergraduate Studies. Each of these projects has utilized data collected through the Freshman Testing, Counseling and Advising Program (FTCAP). The four research projects include: (1) Developing an academic profile of entering freshman, (2) Developing an analysis of faculty advising, (3) Developing a model for academic advising, and (4) Integrating advising research and ongoing advising activities.

In addition to providing first day academic advising for entering Penn State freshmen, the Division of Undergraduate Studies (DUS) FTCAP provides a mechanism for collecting data that can be used in a variety of advising and advising research projects. Data available through the FTCAP include: high school G.P.A.; SAT scores; results of placement tests in English, math and chemistry; and an Educational Planning Survey in which students indicate potential choices of majors, high school courses of interest, study hours, study skills, knowledge of, interest in, and decisiveness about choice of major, reasons for attending Penn State, and a variety of related academic planning questions.

Within the past two years formalized data collection procedures have been developed to tap the information generated through FTCAP. The four projects described in this presentation were linked not only to one another, but each in turn is linked directly to data initially collected in the FTCAP.

All entering Penn State freshmen must complete the Division of Undergraduate Studies' (DUS) Educational Planning Survey. These data, merged with high school G.P.A., SAT scores and results of Penn State English, math and chemistry placement tests have been collected through the DUS Freshman Testing, Counseling and Advising Program and have been developed into a comprehensive academic profile of entering freshmen. To date, data have been collected on more than 20,000 freshmen. Results of profiling freshmen can have impact on several levels: institutional planning, potential departmental/faculty loads, potential interest in majors, course offerings, advising focus, feedback for subsequent freshmen, data base for related advising projects and longitudinal research.

In contrast to studies of advising that are attitudinal and anedcotal, the Penn State analysis of advising emphasized a factual, data-based description of programs and activities. As designed, the analysis yields a comprehensive description of the undergraduate advising program as it exists at 1 campus locations throughout Pennsylvania and within 12 academic college units. The analysis included five constituencies: faculty, deans, department heads, campus academic officers, and students. All constituencies responded to questions concerning: advisor, assignment, advising purpose, advising activities, advisor training, advisor evaluation, advising records,

advising support. Several pilot projects involving academic advising have been initiated as a result of this data.

One project to emerge from the Advising Analysis was the development of an advising model for Penn State's College of Engineering. When students do not have a clear understanding of the demands of the engineering curriculum or the profession, they are at risk of never completing an engineering program.

The prospect of large numbers of students who have selected inappropriate majors poses serious academic advising issues. This is true for all majors, not only engineering. Therefore, any advising model should identify, monitor and advise students who face academic risks in any program of study. The model discussed included quantitative and Educational Planning Survey data collected during the DUS Freshman Testing, Counseling and Advising Program, the identification and monitoring risk sign, required individual advising sessions for all students.

The increased importance attributed to advising in the last decade suggests the need for collecting purely quantifiable advising data as well as the traditional advisor's notes. While advisor's notes are used primarily in individual advising sessions, quantifiable data have a variety of applications including brief and accurate assessment of: volume of work (number of interviews conducted; number of students advised), details of advising activities (curricular choice, schedule planning, academic progress, referrals, etc.), and characteristics of students advised (college/major of enrollment at time of interview, sex, semester standing, current curricular goal, student status). These data may be used to assess the workload of your entire advising unit or of individual advisers; or to generate specific advising reports. They may be used as the basis for annual reports, identifying advising trends, and for workload planning and staffing.

In conjunction with the other advising efforts and research activities discussed in this presentation, this ongoing data collection procedure provides the basis for longitudinal research that may provide benefits to students, to advising systems, and to institutions.

(No. 7) DEVELOPMENTAL ACADEMIC ADVISING:
A MODEL FOR EVALUATION AND APPLICATION

Presenters:
Diane DeVestern and Claudia Scott-Pavloff, Miami University

Summary Authors: D. DeVestern and C. Scott-Pavloff

Using a developmental model as a basis for academic advising is an issue that has received much attention in the literature. While we could all agree that the elements of a developmental model are necessary for effective academic advising, the issue usually focuses on how to further define and apply these objectives into a workable system for our individual campuses. Given the situation of limited financial and human resources, as well as political realities, we often find ourselves delivering academic advising services in a less than desirable developmental fashion.

The purpose of this program was to give audience members a brief overview of the concept of developmental advising based on student development theory, systematic training of staff and academic community support (Miller & McCaffrey, 1982). Once this theoretical basis was established a practical example of such a model used at Miami University was reviewed. The system used at Miami incorporates student development theory by relying on a cooperative relationship between Academic Affairs and Student Affairs. The system separates freshman academic advising into a residentially based delivery mode. Student Affairs professionals, while supervising the freshman residence hall unit, are also designated as the freshman's official academic advisor. At the end of the freshman year students are assigned a faculty advisor in their major; undeclared students are advised by a centralized advising office within the College of Arts and Sciences. The premise of the program is to give freshman students an intrusive advising experience by having their academic advisor live in the residence hall.

The academic advising model used at Miami reflects a cooperative and power balanced relationship between Academic Affairs and Student Affairs since there is dual responsibility for the academic advising function. The dynamics of this relationship as well as the political and financial climate were discussed.

The "Developmental Academic Advising Institutional Inventory" was also presented so that those attending could measure how developmental their current academic advising system is.

Based on the instrument, program participants were given some practical guidelines on how to use this information in constructing and delivering a developmental model that is unique to their own campus. The program also offered a critical analysis of problematic issues which can occur while implementing such a plan. Developmental academic advising can occur regardless of institutional characteristics, and in some cases limitations, imposed by various settings.

(No. 8) DEVELOPMENTAL STRATEGIES FOR ADVISING HIGH RISK FRESHMAN

Presenters:
M. Eileen McDonough, Linda Peterson, and Ina Steinberg

Summary Authors: M. E. McDonough, L. Peterson, and I. Steinberg

This presentation focused on the academically high-risk freshman student from a developmental perspective. The advising process is the cohesive base of a multi-dimensional program to meet student needs.

Marcia's enlargement of Erikson's views provide a clear picture of the college age person. Perry's views of cognitive development of the college student, when integrated with the other theoretical views, provide a more complete picture. Based on the resulting profiles, specific needs of each type of student emerge.

As a result of this, advisors have been able to get an increasingly clear picture of their students including their strengths and weaknesses. It is often apparent to the practiced advisor what skills and exploratory experiences a particular student seems to need, and advisors make referrals as necessary to the various campus resource centers.

A fairly consistent problem, however, often manifests itself at this point in the advising process. Students frequently fail to act on the advisor's recommendations. The failure to take action is a product of both the student's inertia and the advisors inability to motivate the student to overcome it.

Using the multifaceted classification schema developed in other contexts, a variety of motivational strategies aimed at helping advisors overcome student inertia were explored. Motivational techniques, like other advising strategies, are tailored to fit the individual. Some students respond to highly structured and largely external sources of motivation. Others are more internally motivated and benefit from less intrusive methods. A classification method and general strategies for motivating each group within the scheme was presented. Included was a discussion of ways to encourage student growth and development from more external sources of motivation to more internal sources.

For the high-risk students, certain curricular modifications were necessary to meet specific needs in English. It was determined that some of the students, both high-risk and regularly-admitted were deficient in their facts-processing ability. Therefore, a module on critical thinking was developed as part of all freshman composition classes.

The critical thinking module incorporates specific areas. These include problem-solving theory in which students learn to identify goals and recognize and test assumptions as well as to verify evidence through testing hypotheses and applying the rule of reason. They also learn to identify types of evidence (direct or indirect) to brainstorm, and to understand probability and how it functions. Through these processes they become aware of parallel and sequential thought activities as well as learning how to iden-

tify those human factors which affect clear thinking. This module touches upon peer group dynamics, so that the individual develops an awareness of the theories underlying group decision-making processes.

(No. 9) EARLY CAREER DECISIONS AS PREDICTORS OF ACADEMIC SUCCESS

Presenters:
Jeanne M. Lagowski and Jane N. Lippmann, University of Texas at Austin

Summary Authors: J. M. Lagowski and J. N. Lippmann

The pressures which are placed on students to choose their careers, and therefore their majors, suggest that these decisions are considered critical by parents, peers, and even advisors. Indeed, students who have not confronted these issues often lack self-confidence and/or perceive themselves as inadequate. Is a career goal, in effect, a key factor for determining and predicting academic success?

To study this question, we selected a group of students whose credentials would not indicate a high probability for academic success. The University of Texas at Austin has a program which allows high-risk freshmen to enter provisionally. They are given an opportunity to prove within a defined period of time that their high school credentials do not reflect their true academic ability. Typically about 60% gain regular admission status via this route. In the last year, for example, approximately 1,100 freshmen participated in this program.

Data was presented which compared the academic success of provisionally admitted freshmen at the University of Texas at Austin who entered with clearly defined career and major choices with those who had not yet made such decisions. For comparison, the academic success of regularly admitted freshmen with and without majors was also studied. Our findings showed:

1. Regardless of a student's high school rank, grade-point average, and SAT/ACT scores, having an identified major is advantageous to academic performance.

2. A career goal, even though it may be related to a student's major, appears to have less of an impact on a freshman's academic performance than does an identified major.

The data was discussed in terms of long- and short-range goals. Majors were viewed as short-term goals of a concrete, tangible nature which may help to give students a sense of security and belonging on a campus. In contrast, career goals are longer term and perhaps perceived as too distant psychologically and chronologically to provide the same type of motivation that a major does.

Group discussion focused on intermediate goals as a means of improving academic performance and thus increasing student retention.

(No. 10) EVALUATING ACADEMIC ADVISING: THE USES OF THE ACADEMIC ADVISING INVENTORY

Presenters:
Janet A. Sandor and Roger B. Winston, Jr., University of Georgia

Summary Authors: J. A. Sandor, R. B. Winston, Jr.

The changing emphasis on academic advising in higher education has focused attention on evaluating current advising programs and re-designing these programs to meet student and institutional needs. A review of current evaluation instruments in advising reveals that most instruments are questionnaires designed to measure satisfaction with advising and are appropriate only for specific advising situations in their respective institutions. Academic advising administrators need theoretically-grounded instruments that can be used in any advising situation to accurately describe specific advising processes and relationships and that will allow for cross-institutional comparisons. The Academic Advising Inventory (AAI) is an instrument that can be used as an evaluation tool in advising programs, regardless of the administrative structure for advising.

The AAI is composed of three parts. Part I measures the relationship orientation of the advisor and the student and is based on Crooksten's "Developmental View of Academic Advising as Teaching." The advising relationship is described on a continuum from developmental (advising as teaching) to prescriptive (traditional advising as information-giving); items in this part of the inventory fall into three content areas. Part II assesses frequencies of advising processes. Part III measures satisfaction with advising.

The AAI can have utility in: determining general program evaluation, evaluating student perceptions of individual advisor performance, measuring the developmental-prescriptive nature of advising relationships, describing frequencies of a wide range of advising activities, and assessing student satisfaction with advising.

(No. 11) GROUP DYNAMICS: A DEVELOPMENTAL TOOL FOR PEER ADVISORS

Presenters:
Kitty Corak, San Diego University
Kathy Raettig and Sharon Demmons, University of Montana

Summary Authors: K. Raettig, S. Demmons

The Peer Advising Program at the University of Montana trains upperclass undergraduates to serve as academic advisors to freshman in general studies (undeclared major or business administration). These "peers" are recommended for participation in the program by their department chairs, must have a GPA of 3.0, and have expressed an interest in helping others with college adjustment concerns. In return they receive practicum credits from the School of Education and receive training in the areas of communication, making referrals, study behavior, goal-setting, decision-making, and career development.

The need to provide these students with concrete learning experiences is coupled with two theories of group "process" or development. The group model then becomes the teaching vehicle for the program's twofold objectives: to teach them how to become good academic advisors by using developmental models and intrusive approaches with their formally assigned case load of advisees; and to assist in the human development of the peers themselves by fostering growth in such areas as managing emotions, becoming autonomous, establishing identity, freeing interpersonal relationships, clarifying purpose and developing integrity (as per Chickering). Growth is measured by changes in attitude or behavior in relation to such topics as negativity, authority figures, locus of control, and acceptance of differences. These changes are both witnessed in group interactions and reported by the students in their quarterly self-evaluations. Many of the problems the peers report from their interactions with advisees could be traced to conflicts they were experiencing as they negotiated their own developmental stages.

This is all done within the context of a group process model based on Irvin D. Yalom's and Gerald and Marianne Corey's books on group therapy and practice. This model holds that any group proceeds through five stages of development. The fourth, or working stage, must be achieved for all of this program's learning objectives to be met. Although there is not a clear line of demarcation between stages (e.g. there can be backward as well as forward movement; group members can be at different stages simultaneously) there are definite strategies for moving a group to the working stage.

The presenters shared those strategies, and provided examples from their work as peer group facilitators. They presented relevant information using overhead transparencies and pertinent handouts which conveyed to the audience an understanding of the group process that they will find to be adaptable to many settings.

(No. 12) LEGAL CONSIDERATIONS IN THE ACADEMIC ADVISEMENT PROCESS

Presenters:
Arline F. Schubert and George W. Schubert, University of North Dakota

Summary Authors: A. F. Schubert and G. W. Schubert

Court rulings have made it clear that the academic advisor is a recognized representative of an institution. Therefore, it is imperative that the academic advisor recognize that he/she may be held responsible for verbal and written commitments.

The academic advisor is identified as a person with special knowledge and expertise in the area of advising. When an institution employs an academic advisor the institution forms a special employee/employer relationship and thus the institution can become liable for the mistakes and errors made by the academic advisor.

It is critical that the academic advisor present and represent himself/herself honestly and openly when advising students and informing parents. It is necessary that an academic advisor address issues of academic advisement in a "timely" manner.

The legal areas which were addressed in the presentation include: negligence, agency, contracts, defamation, and misrepresentation. Specific academic advisement behaviors and/or absence of particular behaviors may be the reason that an academic advisor becomes involved in litigation. Some specific academic advisement behaviors which were discussed in regard to possible litigation include: knowledge of specific support services, knowledge of university academic requirements and procedures, accurate and complete record keeping, appropriate monitoring of advisees, and being up-to-date on current requirements and regulations.

It is important for faculty and professional academic advisors to accept their professional and legal responsibilities. There is no reason for advisors to fear the legal aspect of academic advisement, however, the advisor must be knowledgeable and current in regard to distribution of information.

(No. 13) RETENTION AND CHANGES IN A STUDENT'S MAJOR: A PLAN FOR HELP

Presenter:
Rita S. Katz, Temple University

Summary Author: adapted from program proposal by R. Katz

Students entering college often view college as a first step up the career ladder, and try to make a final career decision as entering freshmen through the major they choose. Rarely do incoming freshmen ever think about the actual process of career choice. They will frequently pick a career field, vis-a-vis a college major, based upon parental influence, peer group choices, financial renumeration assumptions, stereotypes about careers, and a hazy idea about what the job market will be like when they graduate from college. Rarely do they ever assess themselves and their relationship to their chosen major in this process.

When students make career choices and simultaneously choose a college major based on inaccurate or incomplete data, there is a great propensity for eventual student drop-out or failure. If those students who do poorly academically because they have chosen the wrong major could be taken through a discovery process about themselves and their relationship to their major, then a sound decision to change a major could take place and thus increase that student's chances of remaining in school and graduating.

One of the most frustrating times in student advising occurs when the advisor must talk with a student who is discouraged and doing only marginally acceptable work. Depressed, the student will often wander in to see his advisor for solace, compassion and advice. Generally the student is looking for a "panacea" to their frustrations and cannot express what is wrwng. They might use such vague generalities as "not feeling right about being in school," or "not feeling like a part of the system." In some cases this student might not feel "right" about school because he or she is in the wrong major.

This presentation dealt with ways an advisor can recognize students who may need to contemplate a change of major. Topics covered included: (1) recognizing the student who is frustrated with his major, (2) aiding a student in assessing his motivation in choosing his or her major, (3) helping the student discern his or her personality type and its relationship to his chosen major and career choice, (4) questions to use in order to elicit the necessary response from students, (5) approaches for getting the student to recognize the need for a change in major, and (6) how to find an appropriate major match for particular students.

Various case studies illustrating particular methods and ideas used in aiding students were included in the presentation. A form of student personality charting using the Holland Personality Types was presented with the case studies to illustrate various approaches that can be used with the student in advising.

(No. 14) AN ACADEMIC ALTERNATIVES COURSE: FOR STUDENTS WHO NEED TO CHANGE AN EDUCATIONAL DECISION

Presenters:
Virginia N. Gordon and Diana Flannery, The Ohio State University

Summary Author: V. N. Gordon

The number of students in University College at the Ohio State University who are in a state of transition regarding academic and vocational decisions has been increasing for some time. Some students who make decisions about a major upon entering the University find their original goals unattainable. Others find their interests have changed. There is growing concern for those students who have large numbers of credit hours but are unable to pursue or are no longer interested in their initial choice. The reasons for a blocked preference are many, e.g. poor academic performance, rejection from a selective admissions area, or lack of ability or background for certain core courses required in the major. A credit course designed to assist this population in making alternative academic decisions has been initiated through the College of Education and University College at the Ohio State University.

A few of the objectives of the course include helping students to (1) reassess their initial academic major choices and to aid them in a detailed analysis of their current academic situation, (2) become more knowledgeable about the academic alternatives at the University and the academic requirements necessary for a degree in these majors, (3) assess their personal characteristics (i.e. values, interests, abilities, needs) and how these might help them succeed in certain academic majors and career fields, (4) learn and incorporate decision making skills while making an alternative choice, and (5) formulate a plan of action once they have made a decision, including a graduation plan for their major.

Course content is concerned with information and skill building and is designed to help students realistically assess their situation through a series of activities and discussions. A workbook was written to present the content in an organized way.

Using any type of relevant measure, the course is an unqualified success. Not only are students enthusiastic and appreciative of the help they receive, but instructors are equally impressed with the way students move toward decisions and take actions on them. Many of the students enrolling in the course are initially frustrated, anxious, and discouraged. Based on instructors' judgments, almost all make a realistic, obtainable choice of major by the end of the course.

Any institution facing large numbers of students who need help in changing or altering their initial educational goals could adapt this course to their academic milieu. Recognizing and programming to this population can be important to any college, not only because of its value to students in transition, but because of retention concerns.

(No. 15) ADVISING FOR A NEW CURRICULUM

Presenters:
Jon R. Ramsey, Carolyn M. Holland, and Joel C. Smith, Skidmore College

Summary Author: J. R. Ramsey

Many colleges and universities have recently undertaken major plans for curriculum renewal, usually moving toward increased competency requirements and one version or another of a "core curriculum" or a narrowed and redefined range of general education requirements. Effective advising--since it is linked not only to a particular advising staff and to sets of information on policy and procedures, but also to the institution's fundamental concepts of its curricular and cocurricular mission--must prepare for major transitions at the same time that other areas of the college are reassessing their focus and resources.

Skidmore's curriculum and calendar changes are probably as wide-ranging as one is likely to find among American colleges, and some valuable lessons about curriculum reform and advising reforms which are broadly applicable to the transitions which other colleges are contemplating have been learned. Particularly under new emphasis is the teaching role that academic advising must play for both faculty and students: not only will the academic information disseminated change radically under any new program, but student and faculty outlooks and comprehension must be informed and refocused as well.

During a major curriculum change, particularly one which requires more competencies and courses from students, and one which asks faculty to entirely rethink the more traditional boundaries and content of their disciplines, it is imperative that "advising" become a central agent for reshaping the whole academic outlook of the institution. Some of the tensions inherent in this process include:

-resistance from both faculty and students which runs counter to the curricular momentum needed

-the temptation to make academic advising even more coercive and intrusive

-the tendency to focus more attention on the mechanical aspects of advising and to subordinate larger curricular and career issues in the advisor/advisee relationship

-the need for an overworked faculty to be better informed than ever before about requirements (and their timetable for completion) and options

Skidmore has used summer seminars for faculty (funded by the NEH), panel presentations, lunch meetings for advisors, memos, advising guides, peer advisors, and a core of select "freshman advisors" to inform a multitude of constituencies (students, faculty, parents, alumni, high school counselors, admission tour guides, etc.) about the conceptual and mechanical shifts required by the new curriculum. The College has also developed pro-

jections of some probable outcomes when student workloads are increased: increased stress and increased need for counseling, further need for academic support services, diminished student participation in the cocurricular life, etc. The College has tried to respond before probable outcomes occur. This topic will have increasing importance to colleges as they repond to national and local pressure for curriculum reform, especially as our laissez-faire curricula are replaced by tighter structural demands.

(No.16) HELPING PROFESSORS BECOME INTERESTED, INVOLVED, AND INNOVATIVE FACULTY ADVISORS

Presenters:
Maurine Reintjes and Francis L. Merat, Case Western Reserve University

Summary Authors: M. Reintjes and F. L. Merat

It is a common myth that faculty are not interested in the advising process. Faculty are interested in advising for a number of reasons, among them student retention. A properly designed faculty advising program will capture the inherent faculty interest and nurture it.

A successful faculty advising program requires the interaction of the faculty and the advising office. The advising office should provide the communications necessary to get faculty interested in advising. Once interest is kindled among the faculty, training and additional information about advising should be provided by the advising office. This leads to faculty involvement. When the faculty become involved in advising, the advising office can supply the tools necessary for successful and innovative advising.

It is necessary to interest all faculty. A single interested faculty member can provide the nucleus of a successful advising program. If that interested individual is trained as an advisor and acts as an advising advisor to the faculty, it becomes far easier to motivate the other faculty in delivering quality advising.

The major ingredients of a successful program among technical faculty of Case Institute of Technology (of Case Western Reserve University) was described in this presentation. Historically, the program began with the interest of a single faculty advisor. A new department chairman and a new advising director nurtured this interest. Developments such as increasing enrollment provided further impetus for a complete overhaul of the department advising program. Supplemented by such tools as a faculty advising manual, a student advising manual, the interaction of department faculty advising coordinator and the office of academic advising has led to a successful advising program at the engineering department of Case Institute of Technology.

(No. 17) IMPROVING ADVISING THROUGH BETTER TEST INTERPRETATION

Presenter:
Lee Porter, California State College, San Bernadino

Summary Author: L. Porter

Our society is preoccupied with simplistic indicators. That is, we often make judgments about people and objects based on one number or some special index. Whether it involves buying cars on the basis of miles-per-gallon, promoting faculty on the number of publications or evaluating a school principal on the percentage of students accepted at colleges, we become overly dependent on one number to address issues that are much to complex to reduce to one cause.

For example, the President of the United States announced in 1983 that a national goal should be an increase of 55 points in SAT scores. This goal, out of context seems reasonable and well-intended. Yet, he was using SAT scores as a basis for judging the quality of education in our nation's schools. Furthermore, not all high school students take the SAT. However, the major issue is that SAT's were designed to help college admission officers determine the probability of success for students in colleges and not as an index for evaluating the nation's schools. In short, we wouldn't use a ruler to measure blood pressure so why use SAT scores for an inappropriate purpose.

Several other abuses of tests fall under the heading of test bias. Stimulated by the civil right activism of the 1960's, test bias became a major issue when differences were noted on test results of people from various social classes, races, and ethnic backgrounds. And, despite a great deal of research and debate, scholars have made only minimal progress in understanding how test bias operates. Some scholars have concluded that there is little if any test bias or the small amount of bias that does exist is insignificant. Others have stated that tests are designed to discriminate between those people who have knowledge and those who lack it. Thus tests simply carry the message that inequities exist in society.

A balanced position suggests that tests are essentially valid for minority groups but there is some bias in that tests often underestimate the true ability of minority members.

Adult students are also subjects of some test bias. Here are some of the issues.

1. Research results show that many adults are unfairly discriminated against if tests have rigid time limits.

2. Tests with a large mathematical component often unfairly discriminate against adults.

3. Although not unique to adults, the use of inappropriate test norms has been responsible for many poor decisions influencing adult students.

4. Most standardized tests were developed originally for children and adolescents.

5. Adults face the problem of being out of practice as test takers.

(No. 18) INTEGRATING ADVISING AND ORIENTATION--A SUMMER ORIENTATION PROGRAM FOR UNDECLARED STUDENTS AND THEIR PARENTS

Presenters:
Jacqueline Kiernan MacKay and Francis P. MacKay, Providence College

Summary Authors: J. Kiernan MacKay and Dr. F. P. MacKay

Due to the changing trends of the job market and parental and peer pressures, large numbers of students are finding it more and more difficult to make sound academic, vocational decisions. Nationally, the number of freshmen opting to be "undeclared" is at an all-time high. The advising of these students is not a simple and straight forward task. It involves establishing a continuing relationship with the student in order to gather and provide information to assist in the student's decision-making process. Establishing an effective advisor-advisee relationship must begin early in the student's academic career. Obviously then, the best place to begin to emphasize the importance of this relationship is during the summer orientation program.

The purpose of this presentation was to discuss a model 2 1/2 day summer orientation program for undeclared students and their parents.

The following major concepts of the program were presented:

(1) Training of a core group of faculty members to advise undeclared students. The effectiveness of Summer Orientation rests on a strong advising system. Improved advising requires much more than merely bringing together advisors and advisees. Advising involves skills that can be acquired and improved. A faculty training program for new advisors was outlined in detail. Evaluation of the program was also shared.

(2) Student Orientation Sessions. During orientation students were provided with a number of opportunities to meet with their advisor. Two of these meetings were structured group sessions in which issues related to college requirements, policies, and procedures were discussed. An overview of the rationale and values of Liberal Arts institution was also presented. The third session involved an individual meeting between student and advisor. This presentation discussed in detail the purpose of each of these sessions.

(3) Parents Orientation Program. The good intentions of parents to insure a good job for their offspring after college often lead them to suggest a particular vocational program without real knowledge of student's interests or abilities. Furthermore, there is among many students and their parents a feeling that uncertainty, given the magnitude of the investment in higher education, is quite unacceptable. Parents need to be provided with an opportunity to gain a better understanding of the educational opportunities available and how the faculty advising program will help the student to select a major.

The evaluation of the 2 1/2 day Orientation Program by parents and students indicated that the program was highly successful.

(No. 19) PLAYING THE GAME ACADEMICALLY: METAPHOR AND THE ART OF TEACHING

Presenter:
Diane S. Isaacs, Fordham University

Summary Author: D. S. Isaacs

The importance of language as a teaching tool is often underestimated in academic advising. With an emphasis on content rather than method, the process tends to be fact-oriented, reactive, and biased by the ideological framework of the advisor. This paper suggests a strategy based on linguistics where the advisor is teacher, the course is proactive problem-solving, and the goal is individualized skill development supplementing a positive self-image. The advisor must consciously use language that relates constructively to the student's sense of self, increase awareness of gender, race, and class biases that may distort advising, and use metaphor to understand how students see themselves and to teach students to be effective communicators.

Born from my twenty years of experience as an English teacher and my recent metamorphosis to Academic Advisor for student/athletes at an independent university in the Jesuit tradition, the strategy described above places the responsibility on the advisor to learn the appropriate metaphorical constructs. This means not only balancing without playing into the demands of the academic world and the athletic world but also understanding the conceptual framework within which each student/athlete operates. The process has to be student-centered and integrative, rather than fragmented or combative, so student/athletes are seen as whole people (not simply athletes) regardless of how the institution views them.

To encourage discussion, this presentation focused on examples of the way gender-biased language is often paradoxical for women athletes. A recent article about Martina Navartilova as the New Woman Athlete demonstrated one area of complexity and challenge for the advisor. There are many others which advisors need to address for themselves and for the students they serve. Metaphor is powerful politically, culturally, and educationally as the media illustrates. As advisors, we can use it effectively to prepare student/athletes (1) to function as problem-solvers; (2) to unify the often fragmented aspects of their lives; (3) to communicate in a noncombative, proactive manner; and (4) to recognize the power of language and exercise choice about values and goals to adopt for themselves and their futures.

(No. 20) PROFESSIONAL ADVISING SERVICES-A MODEL FOR SUCCESS

Presenters:
Anita Neale and Laurie Poole, John Abbott College

Summary Authors: A. Neale and L. Poole

To meet student needs, the role of the advisor at John Abbott College is multi-faceted. Advising services start in the high school where advisors meet with potential students to discuss program pre-requisites, course selection and information on appropriate routes to meet their goals.

Once students have been admitted to the College, they attend a mandatory orientation of academic and registration information prepared and presented by academic advisors. Advisors are also available at registration to assist students with information on course selection, potential change of program, university information on course selection, potential change of program, university information as well as assistance with college rules and regulations.

Because the majority of students at John Abbott are university-bound, an extensive liaison program has been developed with universities across the country. Career information is also available in conjunction with the College and Career Shop - a tremendous resource for students.

To keep abreast of activities and new developments in the academic division, advisors participate on eight college committees. This gives advisors a chance to have input into academic policy decision-making and to articulate student needs and concerns. This ensures a full integration of both academic and support services for our students.

In addition to a structured appointment system, accesibility to students is maximized by organizing outreach programs and drop-in days as well as offering classroom workshops on consumer tips for selecting universities and programs. Computer assisted advising has also increased our availability to students by reducing our clerical tasks by 70%.

It was decided that an evaluation of services be undertaken in 1984 to determine if student needs were being met. Teaching Analysis by Students (TABS) developed by Michael Melnick and Dwight Allen at the University of Massachusetts at Amherst was available within the college. The advantage of such a program is that it allows the professional to evaluate him- or herself, predict student responses and then compare that data to the actual responses. The teacher/advisor then receives computer printouts comparing the data collected. Although TABS was designed for teacher-use in a classroom and is only one part of a more comprehensive program, it is easily adapted for a group evaluation.

A questionnaire was developed to evaluate the following aspects of advising services: 1. Student Information - i.e. who was using the service, 2. Interpersonal Skills, 3. Accessibility and Availabilitiy, 4. Knowledge of and access to general information, and 5. Students Comments.

Results indicated that advising services are indeed meeting student needs but were also helpful in providing suggestions for improvement of advisor availability. It was also an excellent tool for professional development, affording advisors the opportunity to learn how they can imprve the quality of the advisor-advisee relationship which is fundamental to a model for success in academic advising.

(No. 21) RECOGNITION AND REWARD OF FACULTY ADVISORS

Presenter:
Jessica Kozloff, University of Northern Colorado

Summary Author: J. Kozloff

At the University of Northern Colorado (UNC), a public, four-year institution of approximately 1,000 students, a number of retention committees have studied the issue of academic advising. Reports from these committees noted that while UNC faculty preferred to remain involved as faculty advisors rather than turning over those duties to professional staff, they perceived the lack of a reward system as a major obstacle to a successful faculty-based system.

In 1983-84, the University took a major step in addressing this issue. A new performance, merit-pay system was instituted which included advising as one of the three major areas in which faculty must perform in order to receive salary increases. the three performance areas are (1) Teaching/Advising, (2) Professional Achievement, and (3) Service. Faculty were to be evaluated in each of these performance areas and rated as follows: (1) unsatisfactory, (2) needs improvement, (3) satisfactory, and (4) meritorious. Faculty who received an overall evaluation of (3) or (4) received full salary increases, which included a bonus for (4)'s. Faculty who received a (2) would receive one-half of the salary increases. Any member who received less than a (3) in any one of the areas could receive no more than an overall (2). The criteria by which faculty are evaluated in the advising component of the Teaching/Advising area are as follows:

Satisfactory (3)

1. Provides adequate guidance and direction to students regarding course content and program requirements.

2. Demonstrates effective supervision of student practica, internships, and field studies.

3. Demonstrates effective participation in student (graduate or undergraduate) research, performance, or creative endeavors.

4. Demonstrates effective participation in student competency examinations, certification/licensing procedures.

Meritorious (4)

1. Consistently exceeds unit expectations/requirements with respect to advising students.

2. Creates exceptional or innovative opportunities for student placement or demonstrates creative supervision of practica, internships, and field studies.

3. Directs student research, performance, and creative endeavors of demonstrably high quality.

The importance of academic advising will only be fully appreciated by faculty when those activities are considered along with other professional activities when promotion, tenure, and salary decisions are made. The inclusion of criteria for measuring advising outcomes and performances is essential. While institutional and administrative support for advising is important, it is even more essential that recognition and reward is forthcoming for those who demonstrate qualitative results.

(NO. 22) STRATEGIES FOR IMPLEMENTING ADVISING PROGRAMS

Presenter:
Harry M. Langley, Brunswick Junior College

Summary Author: Adapted from abstract submitted by H. M. Langley

After an initial overview of developmental advising this presentation described two developmental advising programs. The lower division advising program at Brenau College in Gainseville, Georgia was described as well as the Brunswick Junior College in Brunswick, Georgia. It was demonstrated that each particular institutional type requires special methods by which developmental advising can be implemented.

The following topics were presented briefly, utilizing examples taken from experiences with implementing advising systems. The focus was on the advisor as learner as well as teacher in the developmental advising process.

1. Determining Perceived Needs
   - administrative notions
   - student opinion polls
   - early warning
   - exit interviews
   - faculty tell it through the grapevine
   - the budget carrot

2. Gaining Top Level Administrative Support
   - program marketing
   - student opinion
   - student retention
   - cost effective approaches
   - college purpose
   - effective use of consultants

3. Building Cooperation Between Academic and Student Affairs
   - role-modeling
   - mutual planning
   - what you are doing helps me
   - needs of your students
   - trust as a form of glue

4. Developing Faculty Support
   - personalize the approach
   - identification of support faculty
   - minority students in need
   - building "buy-in" and "ownership"
   - becoming one of the elite

5. Drafting Proposals
   - bulding campus support
   - identifying support needs
   - meeting the needs of the minority student
   - pilot projects

appeals to logic, authority, etc.
flexibility

6. Translating Faculty Support Into Active Participation and Commitment
role-modeling
advising as teaching
the teacher as learner
metamorphosis: trainee or trainer

7. The Student Peer Advisor
role-modeling
as learner
as teacher

(No. 23) TEACHING AS A FORM OF ACADEMIC ADVISING

Presenter:
Robert W. Hoffert, Colorado State Univesity

Summary Author: R. W. Hoffert

Strengthening the role of academic advising and the commitment to academic advising within contemporary higher education too often has been an elusive aspiration. Many factors contribute to this problem. This program considered one of these factors--a tendency to isolate or separate academic advising from other parts of academic life and responsibility, especially teaching. This setting apart of academic advising is reflected in dominant educational values and rhetoric, in institutionalized structures and procedures, and in typical categories and conceptions of evaluation for the academic faculty.

The empirical and normative evidence is that academic advising is likely to remain a "poor cousin" as long as it is a compartmentalized task. Of the many tasks a faculty is expected to do, advising is often the easiest, in general, to evade, trivialize, and abuse. This is especially true when academic advising has been isolated from the vitality of organic academic life.

Articulating a clear and compelling sense of the instructional aspects of academic advising, as this conference was designed to do, helps to establish positive relationships among different activities in academia; instruction and advising in particular. But this association is incomplete. In fact, under certain circumstances, merely considering advising as teaching can cement the dissociation of a school's advising program and its formal instructional programs.

Discussions of the instructional aspects of advising must be complemented by an equally clear consideration of the significant dimensions of academic advising in teaching. This discussion places advising back into the central activities of most faculty members' academic concerns and commitments--instruction.

This program described the sources, forms, and consequences of the isolation of academic advising from other academic activities. It also articulated possibilities for new instructional perspectives and practices; teaching perspectives and practices which will identify and encourage a central advising component in teaching. The more advising is seen not just as it uses and expresses teaching-type activities, but as it is instructional, the more it will be nourished and the less we will have to look for separate incentives to do advising and to do it well. The incentives for advising well will be the incentives for a quality academic life.

(No. 24) cancelled

(No. 25) THE LEARNING SKILLS SEMINAR: A CLASSROOM APPROACH TO ENHANCE ACADEMIC PLANNING AND COGNITIVE DEVELOPMENT

Presenters:
Steven Ender, Michael Lynch, and Judith Bennett, Kansas State University

Summary Author: S. C. Ender

Dr. Mike Lynch began the presentation by discussing Kansas State University, its open admission policy and several studies conducted by the institution examining retention and attrition rates of freshman students. These institutional studies revealed that students admitted with ACT scores of 15 and below had high freshman year attrition rates and performed poorly in introductory math and social science courses. As a result, the Academic Assistance Center (AAC) was created to respond in preventative ways to student academic deficiencies.

Following Dr. Lynch's presentation, Dr. Bennett began to explain how the freshman student population was identified during summer orientation, the procedure followed for further diagnostic testing, the design of the Learning Skills Seminar (LSS), and the intervention utilized to assist these marginally prepared students. The major components of the seminar include academic advising, study skills instruction, the integration of study skills techniques to targeted social science courses and a computerized mathematics laboratory.

The conceptualization and implementation of the LSS was further described by Dr. Ender. He explained that each LSS section consisted of 15-25 students, all enrolled in the same social science and mathematics course. Since all students had these two courses in common, general study skills techniques could be introduced in the context of these two specific courses. One day each week focused on specific strategies to use in their social science course. The third day was devoted to general instruction in study skills, academic policies and procedures, educational planning, and course selection for Spring semester. LSS leaders also served as the students' academic advisors throughout the semester.

Dr. Ender then described the changes in the program from the 1983 year to the 1984 program. Among these changes included enrollment increases from 200 to 400 students during Fall 1984. There are now 20 sections of the seminar faciliated by trained undergraduate students supervised by professional staff in the Academic Assistance Center. Training procedures followed for the undergraduate leaders and the specific course content, syllabus, and requirements for the LSS were also explained.

Evaluation outcome data from the 1983 program participants was outlined by Dr. Lynch.

Student evaluations of the experience indicated high levels of satisfaction with both educational planning and advising and the application of study skills to other academic courses. Students enrolled in LSS were compared to a matched group of freshman with similar ACT composites from the 1982-83 academic year with the following results:

- Participants completed average 2.5 more credit hours than comparison group.

- Only 20% of participants were placed on academic probation as compared to 32% of comparison group.

- Fall to Spring attrition rate was 17% for participants and 25% for comparison group.

- Mean grade in mathematics was 2.52 for participants and 1.25 for comparison group.

- 66% of participants passed General Psychology as compared to 59% of comparison group.

- Enrollment in Introduction to Sociology increased from 25% for comparison group to 57% for participants. Completion rate, pass rate, and mean GPA remained approximately equal for both groups.

(No. 26) A TOTAL INSTITUTIONAL COMMITMENT TO UPGRADED ADVISING

Presenters:
J. Michael Thornton and C. Lee Bradley, Valdosta State College

Summary Author: C. L. Bradley

An improved advising system for freshman, designed to improve the base-line retention rate of the first-year students (+ 57%), was begun at Valdosta State College in 1981, and the first-year improvement was marked by an increase to 67% retention. The second year rate fell slightly to 63%, still a significant improvement over the base-line data. Approximately 40 advisors from the School of Arts and Sciences and from Library Science, with limited participation from faculty in Fine Arts and Education serve all freshmen students, regardless of major. The College developed an advisor's handbook containing information of general academic requirements and regulations, along with core curriculum (freshman and sophomore years) requirements for each major at the College. The program insures student contact with one particular faculty advisor for the first year (three quarters). When students attain sophomore status, their folder is delivered to the department of their major, and a departmental advisor is assigned. The program is strengthened by regularly scheduled training sessions for faculty advisors and by a student evaluation of advisors once a year.

In 1983, a one-quarter, two credit-hour, elective course, VSC 101: Orientation to College, was begun with the help of funds from a Title III Institutional Aid Program grant. About 380 retention rate of 87% from fall to spring quarter, compared with a 70% rate for a sample of students not enrolled in the course. Faculty chosen to teach the course participated in summer training sessions of 2-3 days and met twice a month to discuss problems, techniques, and approaches. The course focuses on study skills, community, facilities and services use, and career development awareness.

Minority peer advising is coordinated by the Director of Freshmen Advising, as an adjunct program. Minority freshmen are assigned to minority faculty advisors and groups led by upper-class minority students selected after a thorough interview process. The objective of this program is to help minority students feel a greater sense of community with the traditionally white college and to help them with their general college survival skills.

Academic intervention counseling is provided by Freshman Advisors for students on warning, probation, or readmitted suspension. Individual counseling sessions focus on study skills and academic responsibilities.

(No. 27) A TRANSITIONAL GROUP STUDY FOR ADULTS: CONTENT AND OUTCOMES

Presenters:
Jane Shipton and Elizabeth Steltenpohl, Empire State College

Summary Authors: J. Shipton and E. Steltenpohl

Based on experience with the attrition of adult students early in their enrollment in a non-traditional college, the authors developed a transitional group study (4 credits) to meet the needs of these students who seemed to lack information about and understanding of academic life. Content of the group study includes self assessment in relation to stage of life cycle development, cognitive development, interests, values, learning style and academic skills. Students also consider major issues in the world external to the self, the purposes of education, the origins, functions and organization of higher education as well as the nature of learning and adult learning in particular.

Outcomes of a research study contrasting self-selected group participants with a control group indicate that more students choosing the transitional study had limited college experience (16 credits or less) than the control group and more group participants were employed in non-managerial positions than those in the control group. More participants succeeded in completing their first four credits of study in the college than those in the control group. At the end of one year's enrollment in the college the transitional study students had successfully completed more credits than the control group.

The findings suggest that the amount of prior transcript credit is a highly influential factor in initial success in cllege and that occupational level is also an influential factor.

The research also suggests that high risk adult students can identify themselves and will respond to an opportunity for support through a group experience in entering or re-entering college. While it seems that an introductory group study that addresses academic skills and socializes students to higher education is helping students persist in an individualized, non-traditional institutions (such as Empire State College), the research study also seems to imply that the support of a group experience upon entry to a traditional college might lead to less attrition among high risk adult students than one-to-one advising alone at college entry.

(No. 28) A DIFFERENT APPROACH TO AN OLD PROBLEM

Presenter:
Roxanna Gable, West Shore Community College

Summary Author: S. Mazman, West Shore Community College

Community College students who are given "General Elective" credit for courses they believed would satisfy specific requirements at a four-year institution are quick to communicate their plight to friends who may be considering the community college for the first two years of an undergraduate degree. Indeed, transfer programs at community colleges usually earn their credibility by virtue of how courses are evaluated and granted credit by the receiving senior instituton.

Articulation programs and agreements between institutions have become more prolific and problem free as both sender and receiver recognize that a smooth transition can be beneficial to both institutions. Communicating the details of these articulation agreements in a timely way to students then becomes critical to the transfer process. Our attempt to implement such timely communication focused on the integration of articulation data, master student record, and fee statement generation. Our first step was to build a crosswalk of course transfer equivalencies for each of the senior institutions to which most of our students transfer. All but a small percentage of students transferred to one of ten Michigan schools. Thus, ten banks of crosswalk data were created in the computer system.

Next, it was necessary to provide a linkage between these crosswalks and the registration process. Each senior institution was assigned a code number, and the registration program was expanded to allow the input of one of these codes as identified by the student. This, then serves as a pointer to the appropriate crosswalk for that particular student's proposed schedule.

Finally, since our statement of fees includes a schedule of classes into which the student has enrolled, it seemed to be an ideal vehicle by which to communicate transfer messages. All students, regardless how they registered, are provided with a fee receipt either in person or by mail.

The ease with which a project like this can be started and implemented depends in large part on the status of statewide articulation programs. Where a common core of general education requirements has been established and agreed to, i.e., six credit hours of English composition, eight credit hours of science to include at least one laboratory science, etc., development is relatively mechanical. More specialized courses, then, need to be negotiated by individual institutions.

This is the case in the State of Michigan where the Michigan Association of College Registrars and Admissions Officers (MACRAO) have spearheaded the successful effort to establish a common core curriculum. Where no such state organization exists, this kind of thrust may be the catalyst that could begin movement in a core curriculum direction. Given the very positive reactions we have had from both two-year and four-kyear insti-

tutions, there would seem to be an eagerness to work toward strong cooperation in the articulation process.

(No. 29) ADVISING INTERNSHIP: BUILDING A FACULTY ADVISING NETWORK

Presenters:
Ann C. Kettles, Robert B. Mancell, Paul W. Milske, and Patricia M. Zimmer, Eastern Michigan University

Summary Authors: A. E. Kettles, and P. W. Milske

At most institutions, the training of faculty advisors takes a variety of forms, some more successful than others. The Academic Services Center (ASC) at Eastern Michigan University has tried a variety of methods to encourage faculty participation in advising. The new Faculty Intern Program, piloted in Spring/Summer 1983 has been the most successful approach. The program was developed to build a core of leaders for departmental advising through broad in-service experiences for selected faculty and to increase advising assistance for students in ASC during peak advising periods. To date, fifteen faculty members have participated in half-time internships in the Academic Services Center with seven more scheduled for the 184-85 Academic Year.

Specific goals of the program are:

1. To provide each faculty intern with a wide range of advising experiences which will develop a broad perspective of the services and programs of the University.

2. To increase the intern's awareness of student developmental needs which are served by the advising function/process, and the association with the teaching/learning process.

3. To personalize the communication linkage between the ASC and academic departments.

4. To strengthen faculty advising leadership within the academic department.

Key to the success of this program has been the full support of the Provost and Vice-President for Academic Affairs. Improvement of faculty advising has become a top priority consistent with the recommendations of the University Task Force on Undergraduate Academic Advising.

The presenters discussed the application/selection process and the training modules for the program. Depending on the needs of the faculty member and the semester of service, the training experiences vary. Generally faculty will receive supervised advising contacts with a variety of students, an orientation to the spectrum of student services, exposure to other service offices and supplemental reading materials.

Former faculty interns were present to describe their reactions to the experience and the impact it has had upon their advising and teaching.

Follow-up strategies and implications for improved departmental advising systems were also discussed. Current techniques include campus-wide

advising workshops using the interns as presenters, problem-specific meetings for departmental advisors arranged by the interns, and regular written communications. Additional activities proposed are: 1) an annual renewal seminar for prior interns, 2) career guidance workshops committee made up, primarily, of interns.

(No. 30) CHOOSING A COLLEGE MAJOR: A SOCIAL INFLUENCE APPROACH

Presenters:
Anne C. P. Schroer, and Fred J. Dorn, Texas A & M University

Summary Author: A. C. P. Schroer

According to social influence theory, people seek counseling because they are in a static state of behavior; i.e. indecisiveness about a college major. Students in a state of indecision often require a great deal of time on the part of an advisor or counselor. This program presented the social influence theory and demonstrated its use in a workshop offered regularly at the Student Counseling Service at Texas A & M University.

Students who are unable to decide about choosing or changing a major in college, tend to attribute their difficulty to factors beyond their control. For example, a student may point to the unstable economy as a reason for being confused, since it is difficult to determine where employment opportunities will exist in the future. The static behavior is a result of the student's inability to control the economy.

This program outlined a six-part workshop which employs the social influence theory to teach students the process of choosing a college major. The following steps were offered for discussions:

1. Attribution - students learn to attribute their indecisiveness with a major and/or career to factors within their control.

2. Perceived Need - workshop leader attempts to influence students raise the level of awareness of their need for career counseling.

3. Career Exploration Process - students receive an outline of information they need to gather before the final decision is made.

4. The Party Exercise - students identify their Holland code using Richard Bolles' party exercise. The six personality environments of Holland's theory are matched with the various majors at Texas A & M.

5. Major Minor Finder - students complete this self-scoring instrument which adds confirmation to their emerging choice of major.

6. Wrap-up - students are led in a discussion of life time career development, importance of summer jobs, campus activities, and other related options. Career library materials are introduced and informational interviewing is explained.

The format of the "Choice of Major" workshop demonstrates how to advise a group of 10-12 students using a teaching method. The theoretical base is the social influence model, which is new to career development theory. This workshop is appropriate for a wide range of institutions and is effective for teaching undergraduates how to match their self-information with the college curriculum.

(No. 31) CONDUCTING A SELF-STUDY OF YOUR ADVISING PROGRAM

Presenters:
Thomas J. Grites, Stockton State College
Gary L. Kramer, Brigham Young University

Summary Author: T. J. Grites

The primary purpose of this program was to assist participants in conducting a self-study of their own advising programs. Both presenters had recently conducted such studies on their respective campuses; the different approaches and the different types of institutions represented made this program widely adaptable.

The program was presented in three parts: pre-study, self-study, and follow-up. In the pre-study phase, four basic concerns were addressed. First, what are the purposes of the self-study to be conducted? These may vary from campus needs assessments to administrative reorganization to advisor evaluation. Second, what are the resources and support systems needed to conduct the study? These include both nominal and real considerations, such as endorsements by the administration, faculty, and students, as well as personnel commitments, cooperation with other campus units, and payment for printing, postage, students assistants, etc.

The third pre-study topic concerned the design of the study itself, specifically in what format would the study be undertaken; this is often best achieved through campus publications. The remainder of the effort resembles any research effort, i.e., data are gathered, analyzed, and interpreted and a report of findings (and recommendations) is prepared. It is suggested that consultation with various persons occur when data interpretations are made; this serves both to broaden the possible interpretations and to prepare certain constituents of possible forthcoming statements, observations, and/or recommendations.

After the written report is completed, an external consultant should be invited to review the study. The need for such a review would most likely have been determined in the pre-study phase. Once the consultant's verbal and/or written review is received, the action phase begins. Distribution of the study itself, a precise description of the study, and/or the consultants' review is critical. All constituent groups, affected administrative units, and decision-making bodies should be informed of the results of the study. Additional publicity can be achieved through campus publications, as in the pre-study phase. Persistence with appropriate persons or groups is the final element. This technique is accomplished through memos, meetings, and other forums, during which references to the results and recommendations from the study are frequently made.

Conducting a self-study of your advising program can serve as a validation and/or as a planning document. Results of the study can confirm (or not) long-standing opinions about the advising process and can shape future policy, procedural, and personnel directions for the institution.

(No. 32) RELATION OF HIGH SCHOOL COURSE SELECTION TO UNIVERSITY COURSES

Presenters:
Gene A. Pratt and Lynn R. Boutilier, University of Wyoming

Summary Authors: G. A. Pratt and L. R. Boutilier

Projected decreases in enrollment are being realized in many U.S. colleges and universities. At the same time, national college-entry test scores have been decreasing, suggesting poorer pre-college preparations of students entering college. Many educators maintain that better pre-college preparation, in terms of a certain core of solid courses, will enhance a college student's chances for academic success.

One indicator of success is persistence in college. As college and university enrollments are decreasing, persistence (retention) becomes a more significant factor, since it appears that it is easier and cheaper to retain students than it is to recruit new students. Students themselves have reported that mastery of subject matter was a factor in their staying in or leaving school.

The major purpose of this study was to examine the relationship between high school core course selection in six basic academic subjects and academic success in college, as measured by persistence past in freshman year and by freshman G.P.A. The six subjects were English, the arts, mathematics, social studies, science, and foreign languages. One hundred University of Wyoming students were chosen as subjects, fifty of whom returned to the University after the freshmen year and fifty who did not--and whose G.P.A. was below a 2. (4.0 scale). Total number of semesters of high school classes in the six subject areas--as well as the composite total of such classes--were determined. High school G.P.A., UW G.P.A., and ACT composite scores were also determined for each student.

Stepwise regression using UW cumulative G.P.A. as the dependent variable and number of core courses in each area, total number of core courses, ACT scores, and high school cumulative G.P.A.'s as independent variables, showed that high school G.P.A. was the only significant predictive variable (of UW G.P.A.). Foreign language was the only other variable which approached significance.

Stepwise regression using UW G.P.A. as the dependent variable and persistence/non-persistence, total number of core courses, and interaction of persistence/non-persistence and total number of core courses as independent variables, showed only the interaction bore a significant relationship to the UW G.P.A. These results indicate that for persistors, as the number of core courses increases, G.P.A.'s increase; and for non-persistors, as the number of core courses increases, G.P.A.'s decrease.

Discriminant analysis to determine the relationship between the persistor/non-persistor variable and the six core areas, total number of core courses, ACT scores, and high school G.P.A., indicated that high school G.P.A. is the only predictor of persisting, without the other variables adding significantly to it.

Discriminant analysis using only the six core areas and the total number of courses indicated that neither any one of the core areas nor the total number of core courses are significant predictors of persisting.

Our intent in studying the relationship between high school preparation and success in college is to find a predictor(s) of success or failure so that high-risk cases might be identified early and referred for special advising, tutoring, and remedial work, if that seemed appropriate.

Future studies will address grades in core courses and student motivation and examine other indicators of success.

(No. 33) TEACHING INDEPENDENCE: HELPING STUDENTS COMMUNICATE EFFECTIVELY WITH THEIR PARENTS

Presenters:
Robyn Hackbarth and Peter Hubbard, University of Iowa

Summary Authors: R. Hackbarth and P. Hubbard

Academic advisors have a role to play in one of the most important functions of higher education, fostering the personal growth of students. As they pass through stages of development, students' attitudes, values, and goals change, often to the point where they differ substantially from those they held previously, or those of their parents.

The academic advisor is often the first or only person with whom students feel free to discuss their changing world-view. The advisor is thus in an excellent position to teach students how to take control of their own lives by teaching them how to direct their own college education. Part of students' learning that the locus of control actually lies within them is learning to be less dependent on their parents.

The beginning of college is a stressful time not only for young students, but also for their parents. They are losing the close control they have always had over their children up to that time. They are very anxious that their children get every possible benefit from college, and that they succeed. They also feel deeply involved because of the money they are investing in their children's education. These factors often prompt parents to try to influence their child's course through school, sometimes more than the child wants. When this happens, the student needs to know how to assert his independence, and how to explain and defend his reasons for making the choices he has made. Advisors can teach students how to do this, and in so doing teach them how to establish adult relationships based on respect for the independence of the individual.

Applying developmental theory to academic advising allows the advisor to see how students change as they go through college. No less important is how they learn to manage their own lives. The place where they must begin is in establishing an identity separate from their parents. When disagreement arises between parent and student, the student's academic career may be at risk, and advisors should take interest. Helping advisees deal with their parents demonstrates that the advisor is concerned about the student as a whole person, and improves the student's perception of the advisor as an important part of his college education.

The conceptual framework for this presentation was the developmental theories of Erik Erikson, William Perry, and Arthur Chickering on the stages students pass through in establishing their independent identities and taking control of their own lives. The conclusions and suggestions outlined in this presentation were based on a telephone survey by the University of Iowa Parent Associations, and on discussions with advisors at the Undergraduate Academic Advising Center at the University of Iowa.

(No. 34) THE ACADEMIC PASSPORT: SUPPORT FOR THE ACADEMICALLY HIGH RISK STUDENT

Presenter:
Neal A. Hartman, The University of Texas at Austin

Summary Author: N. A. Hartman

The University of Texas at Austin, a large public institution, has established a program to help the academically at-risk student to succeed with his/her original goals or to recognize the appropriateness of changing direction. "At-risk" is defined as a student who graduates in the top quarter of his/her high school class, but score less than an 800 total on the S.A.T. Experience show that these students have the potential to succeed, yet often experience difficulties during the freshman year.

The ACADEMIC PASSPORT Program offers groups of up to 20 students an opportunity to work closely with a faculty or staff mentor. Students meet in groups and individually with their mentor throughout the freshmen year. Sessions are conducted to assist these students with study and "survival" skills, personal adjustments, and academic advising. Students in the ACADEMIC PASSPORT Program are eligible for tutoring from the Learning Center in a variety of subjects and they also participate in topic-oriented classes taught by the Learning Center. Special library tours are arranged and students work with both the Writing and Mathematics Labs as is appropriate.

Four experimental groups of the ACADEMIC PASSPORT Program were conducted during the 1983-84 academic year; 21 sections are being sponsored during the 1984-85 academic term. The first four groups involved students with majors in Business, Engineering, Health Professions, and Natural Sciences. The program has been expanded to all undergraduate academic areas.

Faculty and staff are carefully selected to serve in the mentor capacity. A one-day training program is provided to acquaint the mentors with the purposes of the ACADEMIC PASSPORT Program and the characteristics of the participants. Faculty, administrators, academic advisors, and student affairs personnel serve in the mentor role.

The ACADEMIC PASSPORT Program affords an opportunity to students and faculty/staff alike. Students are the beneficiaries of a highly-personalized experience with a member of the university community, while faculty and staff interact with each other and gain in their appreciation for and understanding of the unique needs and concerns of entering freshmen.

This NACADA Program provided the audience with background information concerning the development and implementation of the ACADEMIC PASSPORT Program, what data were collected about the student participants and how they were used by the mentors, what was covered in the training session, and what impact the program had had thus far in terms of academic success.

(No. 35) USING ACADEMIC ADVISING TO BUILD A FOUNDATION FOR FUTURE SUCCESS

Presenters:
Helen Herrnstadt, Judy Osborne, and Jane Roules, Iowa State University

Summary Authors: H. Herrnstadt, J. Osborne, and J. Roules

This program emphasized the importance of teaching the prospective and the new student about the University. It is based on the premise that providing accurate information appropriate to the level of the student should lessen potential fears and ultimately facilitate the success of the student. (The research of T. Miller and J. Prince supports the significance of early student contacts with the University.)

In this model an advising team provides continuity throughout a series of student contacts. The advisor not only teaches the student about the University and its programs, but also provides the critical support element necessary during the initial adjustments to the University.

Students pass through several phases as they make the transition from high school to the University. The first phase begins with a single-day visit to the campus. The college portion of the day focuses on academic programs and the advising system. In addition, there is a description of the support network available within the University.

In the summer program which follows, the advisor/advisee relationship is individualized. Using placement test information, the student and the advisor focus on the student's academic preparation and develop a class schedule for the fall semester.

In the fall, undeclared students are required to take S-H 101X which focuses on "survival" questions critical to students entering college for the first time. The course covers topics such as study skills, university and college procedures, and time management. Members of the advising team serve as the teaching staff, thus promoting a continuing link to the college. Students with declared majors are required to enroll in similar courses offered by their departments.

In the spring semester, students are encouraged to enroll in an eight week course (S-H 10). Students, now comfortable with the University environment, begin to explore the variety of career opportunities and directions available to them. Advisors again serve as the teaching staff. Course topics focus upon values clarification, life style preferences, and career employment trends.

As the possibility of freshmen classes dwindling in size haunts planning for the future the need for early access of prospective students becomes a significant factor in retention. By linking the high school to the University through successive contacts with professional advisors, this program addresses the need for continuity of information that will provide the foundation for future success in college.

(No. 36) ADVISING FRESHMEN IN A PROFESSIONAL PROGRAM FOR AN OPEN ADMISSIONS UNIVERSITY

Presenter:
Gwen Owens-Wilson, Kansas State University

Summary Author: Gwen Owens-Wilson

A system of advising and pre-enrollment registration was created for 4000 students in the Department of Pre-Design Professions in the College of Architecture and Design at Kansas State University (KSU). The university has an open admissions policy and thus admits any Kansas high school graduate. As a result, any student may enter the College of Architecture and Design without regard for educational background and preparation. At the end of two years the student, if all progresses at the "normal" rate, will choose one of the three degree granting programs - architecture, landscape architecture, or interior architecture.

The 'lock step' program leaves no course choices to be made during the first year; and only one elective in each of the following two semesters. When the demographics of the student population were examined, more students were "out of step" than expected. Twenty three percent of the students in the first two years were easily recognizable as "out of step" at the time of fall enrollment and by the end of the fall semester of 1983-1984 the percentage has increased to 48%. This 48% was comprised of those students taking remedial math courses or taking an incomplete in a required course. Fifty one students were enrolled in remedial math courses and of those 23 had failed which meant that 45% would continue to be out of step.

Students in remedial math courses can immediately add as much as a year to their expected time in the university. A failure of one of these prerequisites can also add a year to their program. An unstated, but very real element of advising these students is the recognition of their disappointment because their expected education time frame has been altered/lengthened. This time alteration needs to be reframed and labeled as an opportunity for growth and expansion, not only educationally, but in their chosen career as well. A longterm goal is examined and can perhaps be strengthened by this extended timeline. If the student can see this change as a positive opportunity for growth and expansion then they will continue their current level of progress. This concurrent paper session dealt with ways in which to assist advisees work through such disappointment.

(No. 37) A VOLUNTEER FACULTY ADVISEMENT CORPS

Presenter:
Bette Kerr, Hostos Community College

Summary Author: B. Kerr

Hostos Community College of the city of New York serves a "non-traditional" population. The typical student is Hispanic or black, over twenty five, female, and has been out of school for a number of years, working and/or raising a family. Students lack basic information about the existing range of course offerings and career areas. They need assistance in selecting proper classes each semester and guidance in evaluating their own strengths and resources as they begin to define their academic goals.

Prior to implementing a volunteer body of faculty advisors, the College tested a variety of approaches to advisement. The small staff of professional counselors was unable to continue to provide developmental academic advisement to a rapidly growing student body. A mandate that all faculty members serve as advisors produced varied results. Some addressed their task with utmost seriousness, while others made themselves unavailable or did a hasty and superficial job of helping students select classes.

The current advising system utilized the continuing commitment of career department faculty to monitor and guide the academic progress of students enrolled in their respective programs. However, the majority of liberal arts students are advised by a volunteer corps of arts and sciences faculty.

There were no financial resources to remunerate advisors nor could the College provide released time to reward these volunteer advisors. Therefore, service on the advisement corps was documented and considered in all reappointment, tenure, and promotion decisions.

The following aspects were critical in the formation of the faculty advisement corps: gaining administrative support; recruiting; selecting and retaining faculty; assigning student caseloads; conducting in-service training; providing materials; and rewarding faculty contributions. Integration of these advisors into the existing College's student services was given specific attention.

With full support from the college administration the program was implemented and successful. A close working relationship between the advisement director and the dean of the faculty has been crucial to its success. Faculty advisors have been recognized in personnel decisions and actions, thus increasing faculty support and participation in the advisement program.

(No. 38) ACADEMIC INTEGRITY: EDUCATIONAL AND PUNITIVE IMPACT

Presenter:
Jon R. Ramsey, Skidmore College

Summary Author: J. R. Ramsey

Honor can be restored to college honor codes when faculty and staff embrace academic integrity as an educational, teaching issue, and when the college community generates a set of value definitions widely understood by faculty and students and rigorously enforced by the college. The educational significance of "integrity" emerges when teachers initiate students into the values of a scholarly community, rather than assume that students come to college already prepared for "research," "original thinking," and "critical inquiry." Another important ingredient to the honor code is the development of integrity definitions and penalties which the college community ascribes to and enforces rigorously. Such a document provides both educational and punitive guidance and becomes a touchstone for faculty, students, and the college's integrity boards.

Skidmore College, a small liberal arts institution, has been successful during the past three years in implementing integrity guidelines which have boosted the morale of both faculty and students. Among the actions and recommendations required for the success of an honor code are the following:

- faculty need to discuss cheating and plagiarism openly and in formal meetings
- faculty and student boards need to generate explicit integrity definitions and a series of penalties which all agree upon
- faculty need to develop pedagogies which lead students toward the skills and insights that make work of integrity a likely student outcome
- integrity becomes a curricular and teaching issue, not merely an angry response, a violations of the honor code
- students need to be made thoroughly aware (through memos, panels, classroom instruction, mandatory meetings) of the honor code requirements
- nothing should allow structural and procedural interests to obscure the real issues--fairness and justice--facing our college judicial board
- integrity boards should continue to include student membership, despite the repeated pressures applied by a lawyers external to the college
- faculty must be required to report all integrity violations to a single office, even though faculty may continue to handle individual offenses

- hearing procedures must protect the rights of complaintants as well as defendants, perhaps by supplying college counsel to each

- members of judicial boards should avoid a false duality between "punishment" and "education," and recognize that just and consistent punishment educates the individual and the community at large

The future of this topic is uncertain, as it is becoming increasingly difficult for colleges to confront the self-serving pragmatism of the current student generation and to resist the litigious pressures which make it difficult to maintain our non-adversarial hearings. It is in the interest of all colleges, nevertheless, to look steadfastly on the criteria of honor and justice which underlie our educational mission, and to resist the legalistic proceduralism which threatens to paralyze our judicial process. A continued sharing among colleges of resources and insights seems appropriate.

(No. 39) ADULT DEVELOPMENT AND FACULTY DEVELOPMENT: A RECIPROCAL RELATIONSHIP

Presenter:
Howard C. Kramer, Cornell University

Summary Author: H. C. Kramer

The relationship between an advisor's needs and the opportunities provided him through participation in academic advising to meet those needs, is important. Advisor activity, and such components of advisor participation as training, supervision, or evaluation may be used by the institution as the means of meeting some of the adult developmental or the career developmental needs of the individual faculty member.

Advising becomes, then, not only a means of providing relevant and timely service to students but a structured means where by the institution may incorporate some of the institution's priority for developing human resources and of maintaining, or facilitating, faculty productivity.

(No. 40) FACULTY ADVISING AT A LIBERAL ARTS COLLEGE

Presenters:
Arthur J. Acton, William C. Hartel, and Stephen W. Schwartz, Marietta College

Summary Author: A. J. Acton

Faculty advising at most colleges and universities has been traditionally little more than registering students for courses needed to satisfy college wide and major graduation requirements, failing to meet the overall needs of students. At Marietta College this traditional approach has been replaced by a humanistic system based on a holistic concept.

Central to the system is the Freshman Year Experience, an academic advising program integrated into three alternative advising options available to freshmen. It begins with the Freshman Year Theme built upon a summer reading selections sent to all freshmen and examined throughout the first semester in a series of public programs called The Marietta "Chautauqua." This theme reading and Chautauqua program provide all freshmen with a common intellectual experience and a context in which to establish an advisor/advisee relationship by bringing them together on an extra curricular level.

The first of the three advising options, the independent advising option, is the most traditional in form. The advisor uses the Chautauqua experience and early conferences to establish rapport and communication with the advisee. The other two options are structured, and the advisor is also the advisee's instructor, as in the Liberal Studies Seminar, an interdisciplinary topic course, when the instructor investigates a special topic from the viewpoints of humanities, social sciences, and sciences. College 101, an adaption of the University of South Carolina's University 101, is an introduction at Marietta College as an academic, social, and residential institution. In addition, the course focuses on group building, values classification, skills development and career exploration.

The clerical advising task has been altered and advising is now a complex system involving specially chosen, specifically trained advisors. The goal is to provide the new student with an adult who functions as a significant other to aid the student's integration into the campus environment.

(No. 41) ADVISING THE UNDECIDED STUDENT: A PROGRAMMATIC APPROACH

Presenter:
Robert J. Watson, Slippery Rock University

Summary Author: R. J. Watson

An increasing number of students today are beginning their higher education without a firm committment to an academic major. Some students admit their intentions to seek a college education without the knowledge of a specific major field of study, while others have identified their undecidedness through a series of changes in major. Current research reports that as many as three out of four entering college freshmen have some form of undecidedness, tentativeness, or uncertainty about choice of major. Institutions have responded by establishing or modifying an advisement program specifically designed for meeting the needs of undecided or undeclared students.

Slippery Rock University, a mid-sized, public university, has developed and implemented a specific Undeclared Student Program in response to a growth rate of over 500% in its Undeclared Student Program in the past four years. Commensurate with the influx of undecided students was the number of volunteer faculty advisors necessary to serve this student population.

This presentation involved a comprehensive review of Slippery Rock University's Undeclared Student Program, including the theory behind its development, an historical sketch of its practices, as well as the research emerging from its operation. The presenter also shared with the participants various computer reports developed to assist the program. Possible institutinal benefits, such as increased enrollment, improved retention, reduced credit loss toward graduation requirements, reduced changes of major and improved faculty-student communication, also were discussed as they relate to the program.

There is a trend toward a recognizable percentage of students entering college, realizing the value of a higher education, but perhaps unable to properly identify a major field of study at matriculation. A successful Undeclared Student Program is one alternative for such a student, encouraging exploration of personal interests, abilities, and values leading to the identification of an appropriate major(s).

(No. 42) FACULTY ADVISING: MORE THAN A "LEFT OVER" ROLE

Presenter:
Katharine H. B. Antommaria, Valparaiso University

Summary Author: K. H. B. Antommaria

Many colleges and universities use faculty as their primary delivery mode for the academic advising process. The demands on faculty are great and advising often becomes the lowest priority. Pressures for teaching, research, new course development, and committee work not only take time but often are more revered and rewarded than advising. In order to elevate advising to the prominence it should have, administrators in charge of advising should design systems to support advising faculty advisors. The importance of the advising process should be stressed and a series of printed materials for students and faculty advisors should be provided. Thus utilizing the time of both to its full potential.

The College of Arts and Sciences at Valparaiso University has adopted this philosophy. Such items as a beginning worksheet for Freshmen, an academic planning page for use throughout the college years, and a handbook with department major information and employment opportunities have been developed in anticipation of problems and questions faculty advisors may confront. These materials along with strong support for faculty advisors and the increased institutional awareness created through workshops and help sessions, have revitalized the advising process.

(No. 43) FACULTY/STUDENT PERCEPTIONS OF THE FACULTY ADVISING ROLE/PERFORMANCE

Presenters:
Beverly Chynoweth and Norma Rae Arrington, Brigham Young University

Summary Author: G. L. Kramer, Brigham Young University

A literature search uncovered a dearth of research that deals with a comprehensive vehicle for evaluating the effectiveness of academic advisement on college campuses. Conspicuous, because of its absence, is a large scale university-wide evaluation of the overall advisement process by students, full-time advisors, faculty advisors, and university administrators. This session discussed a comprehensive university-wide evaluation of academic advising services. Particularly the differences in perceptions of advising services between faculty and students was discussed. Questionnaire design, research methodology, sample and returns, and instrumentation were presented. Results and impact of the study were presented in this program.

The presentation addressed the following questions:

1. What are the perceptions of students, faculty, and academic administrators concerning the role of the academic advising center and faculty advising?

2. What are the differences in these perceptions among the study's populations?

3. What are the perceptions of students, faculty, and academic administrators concerning the delivery (performance) of academic and career advising services by college advising center personnel and faculty advisors?

4. What are the differences in these perceptions among the study's populations?

5. What is the relationship between student perceptions of advising services and frequency of contact with a faculty advisor?

6. Overall, what advising services are most/least effective as perceived by students, faculty, and academic administrators?

(No. 44) PREPARING UNDERGRADUATE NURSING STUDENTS FOR THE JOB SEARCH

Presenter:
Christine R. Asmussen, Ohio State University

Summary Author: C. R. Asmussen

Until late 1982, nursing appeared immune to the fluctuations of the job market. Students preparing for graduation in 18 entered the nursing program assuming their career choice would guarantee job placement after graduation, geographical mobility, and easy movement in and out of the work force. Instead, these students are finding hiring freezes, lay-offs, or very limited openings in what may have been their preferred geographical settings.

Placement services have never been really necessary for nursing students, especially those seeking entry level positions. Furthermore, the hiring process did not follow the pattern evident in many other fields. Campus visits by potential employers served more of a recruiting than a screening function.

Limited material exists today to help students in this field prepare for the job search. Therefore a program originally designed to help students to stand out in the crowd and be more competitive for the positions they really wanted has been altered to include the essential job search skills. As opposed to providing placement services, an attempt was made to educate students as to techniques and skills that could be utilized at any point in their careers. A two hour class presentation in a required senior course that addresses professional issues and trends in nursing has been expanded to include this job search focus. Resume writing and the interview process are reviewed. Students are also informed as to how to maximize the benefits from the two career days during which recruiters from 40-60 health care agencies are on campus. Seniors can also schedule practice interviews and can meet individually with staff members to critique drafts of their resumes.

Future career planning needs for undergraduate nursing students might be met by efforts that emphasize exposing the students to different areas of involvement in nursing through interactions with as well as presentations by nursing professionals. Students need to know what exists in addition to staff nursing, and how to get there.

(No. 45) TEACHING SCHEDULING STRATEGIES: IMPLEMENTATION AND IMPLICATION

Presenter:
Rita E. Walter, SUNY at Buffalo

Summary Author: R. E. Walter

Nothing is obvious to the uninformed. Not all new students know how to build schedules successfully.

If new students are taught to analyze the process of scheduling, to understand scheduling strategies and to use available resources, they become self-reliant as far as scheduling and registration for all subsequent semesters.

Initially, new students use on-line, in-person registration with immediate feedback. For subsequent semesters, students submit computer course request forms for batch registration with no immediate feedback.

Phase I--Past attempts to teach scheduling included a section in a new student workbook which was too lengthy and a flow chart checklist which was really not self-explanatory.

As part of the Peer Advisor training course, the presenter and four peer advisors analyzed the scheduling process. They developed a concise method of teaching scheduling using overhead transparencies to visualize the process. The Peer Advisors presented "How to Build a Schedule" at orientation, prior to individual appointments of freshmen with their academic advisors.

Phase II -- Strategy for batch registration necessitates judicious choice of alternates without any information available about course enrollment status. An Academic Planning Worsheet was designed. As part of on-going orientation during the fall semester, the presenter taught Scheduling Strategies in the Freshmen Colloquium classes and also conducted several Scheduling Strategy Workshops.

Summary: This presentation was a demonstration and discussion of a method of teaching the process of schedule building. The script and overhead transparencies used in Phase I took the new student progressively from scheduling a course with lecture only to scheduling a science course which consisted of three related parts: lecture, recitation, and laboratory. Visualization of classes as blocks of time within the week was introduced. Patterns for times of course offerings were extracted. Setting priorities and choosing alternates were involved in building a workable composite schedule. Transparency overlays visualized this process and identified potential conflicts.

The use of updated information on current course enrollment status was explained. Computer print-outs of High Demand Open Course Lists, General Education Open Course Lists, supplemental class lists and course inquiries were displayed.

Phase II taught additional scheduling strategies. The strategy for obtaining a satisfactory schedule via batch registration was discussed.

A videotape of the actual "How to Build a Schedule" session by the Peer Advisors concluded the presentation.

Conclusion: Positive results included appropriate use of peer advisors, improved advisor-advisee interaction, increased efficiency of registration, immediate resolution of scheduling problems and, above all, student satisfaction.

(No. 46) THE ACADEMIC ADVISOR AS ENVIRONMENTAL CHANGE-AGENT

Presenters:
J. Richard Arndt, California State University, Fresno, G. Robert Standing, California State Univeristy, Chico

Summary Author: G. R. Standing

Academic advisors, especially directors of advising, have an excellent opportunity to be environmental change-agents on their respective campuses for the benefit of students. Initiative, desire, ingenuity, and persistence are some of the important characteristics of such people, and usually--but not always--having the confidence of peers and those in higher echelons of authority is critical.

A short survey questionnaire was sent to 77 academic advising colleagues, (38 female and 39 male) in April 1984. Forty one of them were members of the California Conference of Academic Advisors and 36 were NACADA leaders in 25 states. Thirty-three (43%) responded; 27 of the 33 (82%) indicated that he/she had been a change-agent on campus. Each provided succinct examples of changes accomplished.

The following is one such example:

> I served as a member of an ad hoc committee that recommended the establishment of an Advisement Center to serve "undecided" students and have served as the Coordinator of that Center for six years. In cooperation with the Associate Deans of the Academic Divisions, I feel we have instituted several practices that benefit students: a) Advisor training efforts including the creation of a "mentoring manual for advisors." b) A formal mandatory readvisement process for students who go on academic warning. (c) Improved follow-up and advisement for students who are academically disqualified and subsequently reinstated.

The following four areas were impacted most frequently: campus-wide policies and procedures (70%); schedule of courses (42%); departmental policy and procedures (33%); catalog (30%).

In summary, survey results obtained from 33 academic advising colleagues supported the premise that an academic advisor, especially a director/coordinator of advising, can have a positive impact on campus as an environmental change-agent.

(No. 47) THE ACADEMIC/BEHAVIORAL CONTRACT: A RETENTION STRATEGY

Presenters:
Doug Neitzel and Vaughn Robertsen, Univeristy of Nebraska-Lincoln

Summary Author: D. Neitzel

The "college fit" theory holds that when the attitudes and values of a student and the institution he or she attends are similar, there is greater likelihood for the student to persist (Astin, Pantages and Creedon, Iffert, Starr, and Farwell, among others). Expanding this concept, authors like Tinto, Pascarella, and Terenzini have suggested that the more interaction which can occur between faculty and students, particularly that which takes place outside the classroom, the greater the chance for the student to adapt, to "fit", and therefore to persist.

The Academic/Behavioral Contract is an instrument designed to allow a student with academic potential an additional opportunity to make satisfactory academic progress where he/she would have otherwise been academically suspended. It has two ingredients: carefully selected classes (new and repeats) agreed upon by all participants, and related non-academic behavioral and skill-building objectives. The successful conclusion of a contract produces a student with an improved academic record and an increase in skills in a variety of areas, such as time management, reading comprehension, and note and test taking.

Currently the contract program is geared towards minority and disadvantaged students. However, the instrument has been applied to the non-minority student as well. The contract demands a series of predetermined and agreed upon contacts with faculty and staff to monitor progress and deal with unexpected problems. These contacts promote exchange of viewpoints, assist the student to better adjust to semester demands, and attempt to foster a caring, mentoring relationship between counselor and student. Ideally, the relationship will continue beyond the successful completion of the contract, encouraging involvement in organizations or activities which could benefit the student.

The key to a successful program lies in proper selection of candidates, communicating clearly the contract terms so that all elements are understood. The significance of the process is reinforced by means of frequent contacts with university personnel. Students are informed that academic suspension will occur if contract terms are not met.

Because of the apparent certainty of decreasing numbers of students attending college in the next decade, it has become increasingly critical to develop strategies to retain more students who are attracted to colleges and universities. The contract program or a variation of it, has potential as a valuable tool for reducing attrition rates in addition to developing better adapted, more successful students.

(No. 48) ACADEMIC ADVISING, CAREER PLANNING INSTRUCTION, AND COLLEGE SURVIVAL...A SYNERGISTIC APPROACH TO GETTING ON THE RIGHT TRACK

Presenter:
Dianne Andrews Hindman, Northeastern University

Summary Author: D. A. Hindman

This freshman advising program was developed as an attempt to facilitate student retention in the College of Criminal Justice by offering academic advisement, career planning instruction, and career exploration opportunities to freshman students. It is an integrated system emphasizing the synergistic value of advising and teaching; these two components have been intentionally combined in a unique program to enable each student to develop a close and trusting relationship with an individual who will serve as both a teacher and an advisor for the entire freshman year.

The theoretical basis behind the program is in fact a practical one--the general goal of the program is to provide freshman students with academic advising and knowledge of career planning strategies concordant with their realistic career aspirations. This is done before students decide on a major area of concentration and in preparation for meaningful cooperative education work experiences. The objective is to maximize educational satisfaction and experimental Co-op benefits.

In this year-long, credit-bearing program, students have individual meetings with their advisors on a scheduled and drop-in basis; advisement sessions involve discussions on academic, personal, and career concerns. They also meet weekly in one hour activity-oriented classes on academic programs, college survival skills, self-assessment exercises, career research and exploration strategies, self-marketing skills, and cooperative education. Career exploration trips in related fields and special guest speakers are also part of the program.

Advisors are carefully selected graduate assistants; they attend an intensive 8-day training program in the Fall and continue with weekly training meetings and on-going evaluations with the director throughout the year.

The impact of the program has been positive; quantitative and qualitative evaluations indicate that students rate the program highly and comment favorably on the benefits of having someone to help with their career plans. In addition, attrition rates are down to approximately 11% at the end of the freshman year, while Fall enrollments continue to increase - nearly 40% in the past two years. While no statistical data is available associating these numbers with the program, plans are currently underway for conducting research to correlate the rise in enrollments and decrease in attrition with it.

This program is the recipient of a Certificate of Merit awarded in 1984 by the ACT/NACADA National Recognition Program. Its potential for adoption by other institutions is realistically high as its basic premise is the integration of advising and teaching while its unique quality is the com-

bination of the above with career planning strategies appropriate to a particular academic discipline.

(No. 49) ACADEMIC ADVISING: THE CATALYST FOR ACHIEVING STUDENT AND INSTITUTIONAL GOALS

Presenters:
Martha Baer and Sandra Carr, University of Maryland at Baltimore

Summary Authors: M. Baer and S. Carr

The unique position of the academic advisor deserves careful attention in these times of fewer students and heightened awareness among students of their consumer rights. The authors presented the idea that the advisor is in a prime position to address both the concerns of the academic institution and of students. This idea was supported by Kathryn Moore's description of the advisor standing "at the intersection" between the goals of students and those of the academic institution.

The purpose of this presentation was to highlight the essential functions the academic advisor serves in promoting institutional goals and student goals. The presentation began with a video-vignette of a traditional advising session. This serves as a basis of comparison for the redefinition of the role of the academic advisor as catalyst. Drawing on data taken from current educational research, a brief profile of the status of applicant pools and attrition at today's academic institutions was presented. In addition, the current academic challenges and difficult career decisions facing today's college students were summarized. The catalyst model, which synthesizes the relationship between the suggested new role for the advisor, the goals of today's academic institutions (recruitment and retention), and the goals of today's college students (academic success and appropriate career choice), was then presented by the authors. The remainder of the presentation was devoted to discussing the new role of advisor as catalyst. Video-vignettes of a student being advised were shown to illustrate each of our critical advising components as identified by Creamer (1981)-recruit ethically, orient honestly, inform continuously, and advise developmentally. Professional literature and personal experience in advising were used as a basis for identifying some specific strategies for implementing each of these components. The role of advisor as educator was emphasized.

The authors believe that the catalyst model has relevance and applicability across institutional settings, e.g., professional schools, traditional four-year campuses, and community colleges. The impact of implementing this approach to academic advising needs further study over time through the monitoring of maticulation and retention data.

(No. 50) ACADEMIC COUNSELING: AN APPROACH TO INCREASING STUDENT RETENTION

Presenter:
Julia B. Miller, State University of New York at Binghamton

Summary Author: J. B. Miller

The advising program for special admission students at Southern Illinois University at Carbondale was presented.

Freshman student characteristics were discussed in relationship to the academic requirements of the university and were considered as the advising program for special admission students was developed. The program tried to recognize the need for student involvement in both these curricular areas and also take into consideration how course choice would impact on the students. It was determined that the student population needed guidance (many were undecided as to what their major would be, many had serious academic weaknesses, etc.) that would help them achieve success so that they could remain in school. Since the goal was to keep students in good academic standing, the program created a structured curriculum to address students' academic needs. Courses were lower-level and special developmental skills sections of the general education classes. Student credit hours were restricted and students followed a required course sequence model. For example, most students could schedule for no more than 14-15 hours and poorer students, while having to take college math, were not scheduled into that course during the first semester. This phase of the academic counseling/advising plan was designed to build student confidence within the context of a new environment.

In the spring semester students in good standing could have a more expanded course choice. The structured curriculum was still used but students could declare their major and could exit the program at the end of the spring semester. These students had made the initial adjustment to university life and were ready to be more actively involved in determining their academic careers. They were still contacted by the program, however, and were encouraged to use program resources as needed.

Spring semester students on probation were again restricted in their curricular choices. These students were required to use program tutorials and were urged to participate in the attrition intervention workshops. The workshop modules helped participating students to develop better study habits, identify negative behaviors and set goals.

The specifics of the freshman year programming were described in the NACADA workshop. Participants shared their experiences in serving similar students on their campuses.

(No. 51) ADULT FIRST TIME ENTRY AND REGISTRATION: A SUCCESSFUL MODEL FOR RECRUITING AND ADVISING NON-TRADITIONAL STUDENTS AT AN URBAN UNIVERSITY

Presenter:
Maribeth Ehasz-Sanz, The University of Toledo

Summary Author: M. Ehasz-Sanz

A model for centralizing and personalizing the application, academic planning and registration processes for adult students at an urban commuter university was presented. The model, called Project A.F.T.E.R. (Adult First Time Entry and Registration) was successful in reaching approximately 200 potential adult students in a three and a half week period. The strategies which directed the effort were discussed and three major program components were described. The type of population served by the program and the nature of their concerns were analyzed. In addition, general outcomes for the University were outlined and recommendations for the future were made.

The overall strategy of Project A.F.T.E.R. focused on two major themes. The first recognized that adult students are often overwhelmed and confused by university administrative policies. (Mangano and Corrado 1981, Nowak and Shirberg 1981.) To overcome these barriers, a more personalized and easily accessible admissions and registration system was designed. The second theme acknowledged that adults who were considering enrollment would often be in a state of transition. (Schlossberg 1976, Aslanian and Brickell 1980.) Many would be in an exploration stage of career decision-making and would be undecided about their academic choices. (Super, 1980.) Promotion for Project A.F.T.E.R. emphasized that it was appropriate to begin college without deciding on an academic major. Project materials and academic counseling sessions emphasized course selections which would be acceptable in all university programs.

Specific components of the program included a 24 hour telephone hotline, a weekend academic planning workshop, and an early registration service. In addition, an Academic Jargon Directory and an Academic Planning Guide were developed to ease the re-entry process.

The Project A.F.T.E.R. model can be easily implemented at other institutions. The project was conceptualized and executed in a four month period. It was successful because of support from top level management and because cooperation from the colleges and student support services was excellent.

(No. 52) ASSET (ASSESSMENT OF SKILLS FOR SUCCESSFUL ENTRY AND TRANSFER) AN ADVISEMENT, ORIENTATION, AND ASSESSMENT PROGRAM BY AMERICAN COLLEGE TESTING

Presenters:
Dennis Sparn, Ray C. Moddrell, and Weldon Tallant, Belleville Area College

Summary Author: R. C. Moddrell

The ASSET program (for two-year institutions) is locally scored success-oriented assessment program combining academic skill measures with immediate advising and placement services. It is designed for group administration, for staff time efficiency and includes immediate scoring capabilities for walk-in orientation and registration programs.

The philosophy inherent in this process is that it embraces the assessment, advising, and orientation functions in a short-term, yet productive and efficient manner. Through ASSET, these functions, although somewhat problematic in the past, now effect the new student in a more helpful, convenient, and meaningful way.

ASSET is a comprehensive entry process into the two-year system. The assessment part addresses placement testing in an organized and humanistic way. Through a research-based prediction tool students may be placed at a point appropriate for their skill level. Further, due to ASSET approach, students have more understanding as to how their success in college relates to their math, reading, and writing skills.

In addition to the assessment instruments, students complete an educational planning summary. This brief but comprehensive questionnaire collects information about individual backgrounds and plans. This summary enables the student development staff to more effectively direct students to campus programs and resources they need and want. It also provides a student data base that will facilitate comprehensive course advising and retention research. A student initiated advising contact is made prior to the students' enrollment. This must occur since an advisor signature must appear on the educational planning form.

The orientation function is served in whatever creative way the college may decide. A "Success Packet" which contains information designed to make students aware of and/or direct them to campus activities, programs, and other resources is distributed. A 7-minute multi-media presentation introducing the "Quality" of the school is also utilized. Whatever the manner of delivery, it can be integrated into the ASSET process.

ASSET is a retention tool because through this process it is communicated that the college is concerned about students and wants them to stay and meet their educational goals. By starting at the appropriate level of math and English, it enhances the student's ability to enjoy success throughout their college career. It does so by assuring their reading speed and comprehension, writing ability, and thinking and reasoning skills are at, or will get to, the level needed to do college work.

In summary, the ASSET program is designed to provide a positive, effective, and systematic approach to assisting students as they begin their educational experience at two-year institutions. The goal of these services is to equip students, through sound advising and appropriate course placement services, to attain greater learning success, with the resulting outcome of increased retention.

(No. 53) COGNITIVE DEVELOPMENT AND GENDER DIFFERENCES: IMPLICATIONS FOR ACADEMIC ADVISING

Presenter:
Thomas R. Brooks, Wheaton College

Summary Author: T. R. Brooks

The presentaton outlined research on cognitive and moral development, especially that done from feminist perspectives (Clinchy and Zimmerman, Gilligan, and Chodorow), as it applies to academic advising. It assumed that good advising helps advisees understand their roles and develop their identities as students. Good advising for women students must therefore work to subvert those cultural forces which limit the way women think about themselves and their potentials. Developmental literature, by considering how womens' identities are formed differently from those of men, offers some insight on how to do this. However, much more needs to be done both in the scholarship of gender difference and the education of advisors.

Developmental literature has traditionally limited its perspectives to male norms, assuming that these were valid for women. But recent work from more feminist perspectives indicates that womens' psychosexual, cognitive, and moral identities are all typically formed in ways which are more sensitive to context and emphasize the values of relativism. This contrasts with stereotypical male development, which has traditionally emphasized the ends of autonomy and independent judgment in terms of standards of right and wrong. Articulations of gender differences in these areas, however, remain controversial because differences which are socially created and culturally inscribed may maintain the forms and assumptions of male dominance. The meaning of these differences for women, or for their advisors, who seek better to understand their identities and their potentials is therefore questionable.

The study finds value in the works of Clinchy and Zimmerman and of Chodorow because the work of these researchers makes clearer the manner in which female identity is formed. But it is also critical of some of this work. Clinchy and Zimmerman, for example, do not seem to avoid the problems of William Perry in their efforts to create a gender balanced data base for research in cognitive development. In both cases the method of eliciting responses seems to have largely determined the nature of those responses, with the result that the model of discreet stages of cognitive development seems vastly oversimplified. The work of Clinchy and Zimmerman, moreover, appears to sustain the dominant cultural order of male goals and values rather than subvert it.

The work of Carol Gilligan and of Nancy Chodorow, on the other hand, seems somewhat freer of these shortcomings, particularly since each seek more fundamental differences between men and women, in part by trying to revise the Freudian account of psychosexual development.

Generally speaking, however, the topic of gender differences and their relevance for academic advising defines a new area for research. Not only do we need to understand better the ways in which female identity is formed and

women's potentials defined, but we need also to appreciate more fully in relevance of this research in advising our women students. In the discussion of the paper which followed its presentation there was a strong feeling that NACADA should actively move to develop more programs in this area.

(No. 54) DEVELOPING AND IMPLEMENTING AN ADVISOR EVALUATION INSTRUMENT

Presenter:
Thomas A. Corigliano, State University College of Arts and Sciences, Plattsburgh, NY

Summary Author: T. A. Corigliano

This program focused on the practical aspects of designing and implementing a formal advisor evaluation instrument. The Academic Advising Survey developed at Plattsburgh was used as a model to discuss problems and strategies involved in developing an evaluative instrument. One issue discussed was whether the purpose of evaluation should be to provide faculty with feedback for self-improvement, or to provide input into the faculty evaluation and promotion system. The Plattsburgh model treats individual survey results as confidential. It was argued that faculty support and cooperation would be greater if confidentiality were assured. The general goal of improving college-wide advisement could still be attained by using departmental and college-wide results.

Such issues as selecting advisor-traits to be evaluated and the implementation of the survey were discussed.

The Plattsburgh instrument is also utilized as a "teaching aid" to inform students and faculty about positive advisor traits. During the first semester the evaluation instrument was used many faculty referred to the survey to insure all advising areas were covered in their sessions. There was an immediate perception verbalized on campus that advisement was "improved," and that advisors were paying more attention to their advisees.

The survey is printed on the reverse side of the student registration card, and allows coding of student number, curriculum code, and advisor name, without relying on student-reported information. (Student anonymity is protected in reports by requiring a minimum of five student responses before results are sent to faculty or departments.)

The distribution of survey results was also discussed. At Plattsburgh, individual faculty receive the results directly. Results organized by curriculum code are sent to appropriate departments, and summaries for each curriculum are sent to Academic Deans, the Vice President, and College President. Individual follow-up is conducted with faculty and with academic departments which show a need for improvement. Further meetings with the academic departments are also being encouraged and supported by the administration./. Program participants were urged to share their experiences in the area of advisor evaluation and to discuss their own campus evaluation efforts and instruments.

(No. 55) STATE OF THE ART: HOW GRADUATE PROGRAMS ARE ADDRESSING THE PREPARATION OF PROFESSIONAL ACADEMIC ADVISORS

Presenters:
Judith J. Goetz and Eric R. White, The Pennsylvania State University

Summary Authors: J. J. Goetz and E. R. White

Little is known about the formal educational preparation of professional academic advisors. With increasing attention being placed on the task of academic advising, the need to know who is preparing academic advisors and how they are being prepared becomes an important issue. To this end, a preliminary study was conducted in 1984 to assess the extent to which graduate programs in higher education and counseling/college student personnel are addressing the issue of academic advising through coursework, practical experiences, and related options. The results of the study were presented and discussed in relation to how a professional organization such as NACADA could participate in the formal preparation of professional academic advisors.

A total of 106 of the 154 faculty identified as contact persons in higher education and counseling/college student personnel graduate programs responded to a questonnaire assessing offerings in coursework, practicum, and internship experiences, and special options in which the focus was on undergraduate student academic advising.

In the area of course offerings, twenty-four percent of the respondents reported that their programs offered regularly scheduled courses and 12% reported that they offered experimental courses in which the main topic was academic advising. However, only a total of ten courses were specified by title as courses on academic advising; the remainder of the courses had broader content in which academic advising was included as a topic. Fifty-five percent of the respondents indicated that their programs offered segments of courses covering the topic of academic advising, usually through invited lecturers whose expertise was in academic advising or through special topics related to advising issues.

In the area of individualized experiences, 71% of the respondents indicated that they offered independent study as an option which could be designed around the topic of academic advising. Eighty-eight percent of the respondents reported that practicum or internship experiences were available to students, in college and departmental advising offices, centers for undeclared majors, and special programs such as orientation, remedial programs, and athletic advising. Special options provided to students were mentioned by 23% of the respondents, including students leader seminars with the topic of advising, or advisor staff training. In addition, 36% of the respondents said that their departments offered consultative services to the university, with workshops, seminars, and special topics programs related to advising issues provided to various university groups.

In general, the results of this preliminary study showed that academic advising was a topic in a wide variety of courses offered to students in higher education and counseling/college student personnel programs. Very few

actual courses, however, were offered in which the main topic was academic advising. Many of the programs surveyed provided students with individualized options related to academic advising, such as independent study and the practicum or internship experience.

Discussion at the end of the session dealt with the following topics:

1. the type of curriculum that might be developed at the graduate level for the preparation of professional staff academic advisor.

2. suggestions for the content of on-site training program for faculty serving as academic advisors.

3. the suggestion that if more were known about the nature of the educational experience for graduate students preparing to be professional staff academic advisors, then more could be done on-site to train individuals who are already acting in the capacity of academic advisors.

As recommendations for the future, it was suggested that NACADA might develop content modules for the on-site training of academic advisors and that these modules might be available to those individuals on campuses who are responsible for the training of academic advisors. A profound need for a more systematic approach to the on-site training of academic advisors was expressed and that the logical source of materials to aid in the training process should be the professional association most dedicated to promoting the quality of academic advising at institutions of higher education.

(No. 56) MULTIMODAL APPROACHES FOR ACADEMIC ADVISORS EXPERIENCING STRESS INDUCED BURNOUT

Presenters:
William J. Weaver and Carolyn Amey, The Ohio State University

Summary Author: adapted from the program proposal by W. J. Weaver

There is concern about the stresses, tensions, and anxieties individuals experience and observe in others each day. Interestingly enough, it is often assumed that such experiences are natural even though performance is limited as a result. Many psychological and medical researchers have shown that stress can be facilitative providing its level is not extreme. However, intense levels of stress becomes debilitating and self-defeating. Research relating stress to performance has tended to confirm that high stress disrupts and disorganizes performance (Sarason, 1963). Spielberger (1966, 1975) reports that performance failure was four times as great among high anxious-intelligent individuals, as for low anxious individuals of comparable ability.

An overview of basic research on stress induced burnout specifying primary etiological factors was presented along with an overview of research relating stress to performance decrement. The psychophysiological and behavioral components of stress and burnout were discussed relative to appropriate intervention. The following approaches designed to manage debilitative levels of stress and burnout were also presented; Cognitive Measures (rational emotive counseling, rational emotive imagery, rational state directed imagery), Behavioral Measures (cue controlled and autogenic physical and mental relaxation), Gestalt Measures (various techniques and exercises demonstrating positive and negative focus of awareness and attention), and Systematic Written Homework Assignments: (anxiety management training, personal, journals, Self-Directed Behavior Change in the Cognitive, Affective, and Behavioral Motoric Domains, and Notes on Attempts to Concentrate and Overcome Tension in Daily Situations). A developmental stage directed model for the management of stress and burnout was presented which provided strategies for program design and implementation.

(No. 57) STRATEGIES FOR FACULTY PARTICIPATION IN CAREER ADVISING

Presenter:
John J. Agria, Thiel College

Summary Author: J. J. Angria

Faculty participation in and support for career advising are essential for the success of an advising program. Faculty participation is facilitated if the process of involvement is understood and approached as a political process.

With this as a conceptual foundation, a case study of faculty involvement in a comprehensive and integrated career development program at Alma College, a small private college in mid-Michigan, was conducted. Out of this study, a set of eleven practical strategies and suggestions were developed for fostering faculty involvement in career advising.

More recently, the applicability of these strategies was tested against the experience at another small college in Western Pennsylvania. Two years ago Thiel College, a church-related liberal arts college, began a freshman preterm seminar and advising program designed to aid new students in an intellectual and values-centered transition to college. As was the case in the Alma prgram, Thiel's PAGE (Perceptorial for Academic Growth Enhancement) program, as it is called, is heavily dependent on faculty participation and support.

Both Alma's and Thiel's programs require faculty members to move outside of their traditional roles as teachers and academic advisors who simply assist students generally in their intellectual, moral, and emotional development. At Alma the program's focus is on career awareness and choices; and at Thiel the program is on values clarification and goal setting.

Specifically, the steps involved in getting faculty members to accept a broader role in the advising of students, especially career advising, include:

1. recognition of needs by the faculty; faculty ownership in the solutions; Administrative support for but not imposition of the program;

2. adherence to accepted values and practices in program design;

3. making changes incrementally accommodating diverse faculty goals within the program;

4. inclusion of many short-run objectives to permit early, multiple successes;

5. adequate attention to material and non-material rewards;

6. maintenance of momentum within the program;

7. maintenance of at least a "critical mass" of committed faculty;

8. the promotion of good, institutional mental health.

(No. 58) THE VOLUNTEER COMMUNITY: A LIVING LEARNING UNIVERSITY COMMUNITY

Presenters:
Monique W. Anderson, University of Tennessee at Knoxville

Summary Author: M. W. Anderson

The Volunteer Community, founded in 1980, is an alternative learning experience within the College of Liberal Arts at the University of Tennessee, Knoxville. It is a small community within the large university which brings together faculty, administrators, and students who are interested in improving the quality of the educational experience for first year students and in making the transition from high school to college a smoother process. A variety of special programs, activities, and services aimed at creating a friendly and supportive campus atmosphere are offered to students living in the Volunteer Community.

Two courses are available for students participating in the program. University Studies 1000 covers the following: a comprehensive introduction to the university and to the nature and purpose of an education; a comprehensive introduction to liberal education; and the development of an undergraduate major and plan of study. In addition, separate sections of the course English Composition is available for students.

Other special services include orientation, academic advising, and a speaker program. A summer orientation session as well as an on-going student peer advising program is arranged for students in the Volunteer Community. Each student is assigned to a faculty member who serves as an advisor-mentor during the freshman year. A speaker program is arranged each quarter which provides a forum for faculty, administrators, and community professionals to speak on topics such as study skills, career planning, program planning, and government.

The College of Liberal Arts offered the Volunteer Community as a pilot program in 1980, 1982, and 1983, and because of its success it is being offered again during the 1984-85 academic year beginning Fall Quarter 1984. There is a high rate of satisfaction on the part of the students with their first year of college as a result of participating in the program. Students appreciate the unique opportunity they have to get to know a number of outstanding faculty at the University. In addition, students enjoy the living experience in the residence halls and many of the students ask to live on the same floor for their sophomore year. Most important, perhaps, are the lasting friendships between students which transform the large university into a small caring community.

APPENDIX A: ADDRESSES OF PROGRAM CHAIRPERSONS BY SESSION NUMBER

1. Virginia N. Gordon
Coordinator, Academic Advising
The Ohio State University
024 Mount Hall
University College
1050 Carmack Rd.
Columbus, Ohio 43210

2. Happie Byers
Bank Street
College of Education
610 West 112th Street
New York, NY 10025

3. Marc Mappen
University College-Newark
Rutgers University
Newark, NJ 07102

4. Mike Webb
STEPS Program Coordinator
University of Cincinnati
Div. of Continuing Education
329 French Hall #146
Cincinnati, Ohio 45221

5. Harold Reuber
Johnson County Community College
Student Development and Counseling Division
12345 College at Quivira
Overland Park, KS 66210

6. James Kelly
The Pennsylvania State University
Division of Undergraduate Studies
Grange Building
University Park, PA 16802

7. Diane DeVestern
Office of Student Life
113 Warfield Hall
Miami University
Oxford, OH 45056

8. M. Eileen McDonough
Barry Univrsity
11300 Northeast Second Avenue
Miami, FL 33161

9. Jeanne M. Lagowski
Department of Zoology
The University of Texas at Austin
Austin, TX 78712

10. Roger B. Winston, Jr., and
Janet A. Sandor
Counseling and Human Development Services
Aderhold Hall
University of Georgia
Athens, GA 30602

11. Kitty Corak
15480 Andorra Way
San Diego, CA 92120

12. Arline F. Schubert
Department of Accounting and Business Law
University of North Dakota
P. O. Box 8097
Grand Forks, ND 58202

13. Rita K. Katz
Temple University
Seltzer Hall, 215C
Broad and Columbia Streets
Philadelphia, PA 19122

14. Virginia N. Gordon
Coordinator, Academic Advising
The Ohio State University
024 Mount Hall
University College
1050 Carmack Rd.
Columbus, Ohio 43210

15. Jon R. Ramsey
Skidmore College
Saratoga Springs, NY 12866

16. Maurine Reintjes
101 Crawford Hall
Case Institue of Technology
Case Western Reserve University
Cleveland, OH 44106

17. Lee Porter
California State College,
San Bernardino
5500 State College Parkway
San Bernardino, CA 92407

18. Jacqueline Kiernan MacKay
Providence College
Slavin Center
Providence, RI 02918

19. Diane Isaacs
Fordham University
Bronx, NY 10458

20. Anita Neale and Laurie Poole
John Abbott College
P. O. Box 2000
Ste-Anne de Bellevue, Quebec
CANADA H9X 3L9

21. Jessica Kozloff
Dean of Students Office
University of North Colorado
Greeley, CO 80639

22. Harry M. Langley
Brunswick Junior College
Altama at Fourth
Brunswick, GA 31523

23. Robert W. Hoffert
Colorado State University
Fort Collins, CO 80523

24. Cancelled

25. Steven C. Ender, Judith Bennett
and Michael Lynch
Kansas State University
103 Holton Hall
Manhattan, KS 66506

26. Michael Thornton
Nine West Hall
Valdosta State College
Valdosta, GA 31698

27. Jane Shipton and
Elizabeth Steltenpohl
Empire State College
Trainor House
223 Store Hill Road
Old Westbury, NY 11568

28. Samuel Mazman
West Shore Community Coollege
3000 North Stiles Road
Scottville, MI 49454

29. Ann C. Kettles
Eastern Michigan University
229 Pierce Hall
Ypsilanti, MI 48197

30. Anne C. P. Schroer
Counseling Psychologist
Texas A & M University
Student Counseling Service
300 YMCA Building
College Station, TX 77843-1263

31. Thomas J. Grites, Director of
Academic Advising
Stockton State College
Pomona, NJ 08240

32. Gene A. Pratt
University of Wyoming
P. O. Box 3225
University Station
Laramie, WY 82071

33. Juliet Kaufmann
Undergraduate Academic
Advising Center
3100 Burge
University of Iowa
Iowa City, IA 52242

34. Neal A. Hartman
The University of Texas at Austin
c/o Office of Admissions
MAI Bldg. Seve
Austin, TX 787122

35. Helen Herrnstadt
204 Carver Hall
Iowa State University
Ames, IA 50011

36. Gwen Owens-Wilson
Pre-Design Professions
Seaton Court 105D
Kansas State University
Manhatten, KS 66506

37. Bette Kerr
Hostos Community College of the City University of NY
788 Columbus Avenue (Apt. 10E)
New York, NY 10025

38. Jon R. Ramsey
Skidmore College
Saratoga Springs, NY 12866

39. Howard Kramer
Cornell University
103 Barnes Hall
Ithaca, NY 14853

40. Arthur Acton, William Hartel, and Stephen Schwartz
Marietta College
Marietta, OH 45750

41. Robert J. Watson
Slippery Rock University
102 Maltby Center
Slippery Rock, PA 16057

42. Katharine H. B. Antommaria
Assistant Dean
College of Arts and Sciences
Heritage Hold
Valparaiso University
Valparaiso, Indiana 46383

43. Beverly Chynoweth
Brigham Young University
B-238 ASB
Provo, UT 84602

44. Christine R. Asmussen
College of Nursing
The Ohio State University
1585 Neil Avenue
Columbus, OH 43210

45. Rita E. Walter
SUNY at Buffalo
Division of Undergraduate Education
110 Norton Hall
Amherst Campus
Buffalo, NY 14260

46. Richard Arndt
Director of Advising and Orientation
California State University, Fresno
Fresno, CA 93740

47. Doug Neitzel and Vaughn Robertsen
University of Nebraska-Lincoln
14th and "R" Streets
108 Admin. Bldg.
Lincoln, NE 68588

48. Dianne Andrews Hindman
Northeastern University
Life/Career Planning rogram
302 Stearns Center
306 Huntington Avenue
Boston, MA 02115

49. Martha Baer and Sandra Carr
Programs in Medical Technology
University of Maryland at Baltimore
32 South Greene Street, Room 601
Baltimore, MD 21201

50. Julia B. Miller
State University oat New York,
Binghampton, NY 13701

51. Maribeth Ehasz
University of Toledo
2801 West Bancroft Street
Toledo, OH 43606

52. Dennis E. Sparn, Ray Moddrell and Weldon Tallant
Belleville Area College
2500 Carlyle Road
Belleville, IL 62221

53. Thomas R. Brooks
Wheaton College
Norton, MA 02766

54. Thomas Corigliano
State University Colllege
at Plattsburgh
Kehoe 314
Plattsburgh, NY 12901

55. Judith J. Goetz and
Eric R. White
The Pennsylvania State University
213 Grange Building
University Park, PA 16802

56. William J. Weaver
024 Mount Hall
University College/OSU
1050 Carmack Road
Columbus, OH 43210-1091

57. John J. Agria
Long Island University
Southampton College
Mantauk Highway
Southampton, NY 11968

58. Monique W. Anderson, Director
Liberal Arts Advising Services
220 Ayres Hall
University of Tennessee
Knoxville, Tennessee 37996-1325

Appendix B. Program Presenters

Presenter	Page No.
Acton, Arthur	113
Adkins, Ronald V.	35
Agria, John J.	135
Alexander, Kim	59
Amey, Carolyn	134
Anderson, Monique	59,137
Antommaria, Katharine H.B.	115
Arndt, J. Richard	120
Arrington, Norma Rae	116
Asmussen, Christine R.	117
Baer, Martha	124
Barnett, Lynn	32
Beatty, J.D.	54
Bennett, Judith	93
Boutilier, Lynn R.	103
Bradley, C. Lee	95
Brooks, Thomas R.	127
Burrows, Lodema	62
Byers, Happie	62
Carr, Sandra	124
Chynoweth, Beverly	116
Clayton, Bob	31
Connell, Charles W.	26
Corak, Kitty	60, 73
Corkery, Mark	45
Corigliano, Thomas	131
Crockett, David	33
Darrell, Bob	33
Darrell, Sherry	33
Demmons, Sharon	73
DeVestern, Diane	68
Diggers, Darlene	57
Dorn, Fred J.	101
Duntley, Diane L.	34
Ehasz, Maribeth	126
Ender, Steven C.	93
Faulstich, John	63
Fischer, Claudia	54
Flannery, Diana	76
Gable, Roxanna	97
Gardner, Lynn	57
Gazdag, Judith	52
Gerecke, Tom	45
German, Katherine	45
Goetz, Judith J.	132
Goldenberg, David	45
Gordon, Virginia N.	32,49,61,76
Grites, Thomas J.	102
Haberman, Eva	62
Hackbarth, Robyn	105
Hartel, William	113
Hartman, Neal A.	106
Haviland, Linda	41
Heath, Roy	13
Herrnstadt, Helen	107
Higginson, Linda	66
Hindman, Dianne Andrews	122
Hirsch, Gail	62
Hoare, Sister Gabriel M.	52
Hoffert, Robert W.	91
Holland, Carolyn M.	77
Hubbard, Peter	105
Isaacs, Diane	84
Jacobson, John	37
Jones, Edward L.	35
Katz, Rita S.	75
Kaufmann, Juliet	105
Keller, Mike	41
Kelly, James	66
Kerr, Bette	109
Kerr, Thomas J.	45
Kettles, Ann C.	99
King, Peggy	35, 39
Knefelkamp, L. Lee	1
Kozloff, Jessica	87
Kramer, Gary L.	31, 34, 102
Kramer, Howard	112
Lagowski, Jeanne M.	71
Landry, Sister Margaret Ann	34,52
Langley, Harry M.	89
Levin, James	66
Lewis, Willie M.	31
Lippmann, Jane N.	71
Looney, Sara C.	58
Lutkus, Anthony D.	63
Lynch, Michael	93
MacKay, F. Patrick	82
MacKay, Jacqueline	82
Mancell, Robert B.	99
Mappen, Marc	63

Appendix B. Program Presenters

Presenter	Page No.
Mazman, Samuel	97
McDonough, Eileen M.	34, 36, 69
McGrevy, David	49
Megerian, Audi	31
Merat, Francis	33, 79
Miller, Julia B.	125
Milske, Paul W.	99
Moddrell, Ray	127
Moore, Lois	59
Neale, Anita	85
Neitzel, Doug	121
Osborne, Judy	107
Owens-Wilson, Gwen	108
Patterson, Cynthia M.	41
Patton, Carol	31, 37
Peterson, Linda	69
Pfeiffer, Elsbeth	62
Polson, Cheryl J.	59, 61
Poole, Laurie	85
Porter, Lee	80
Pratt, Gene	103
Raettig, Kathy	73
Ramos, Buddy	65
Ramsey, Jon R.	77, 110
Reese, Virginia	57
Reintjes, Maurine	79
Reuber, Harold	65
Rice, Robert L.	37
Robertsen, Vaughn	121
Rodd, Linda	37
Roth, Marvin J.	49
Roules, Jane	107
Ryan, Carol S.	35, 39
Sander, Janet A.	72
Schein, Howard	57
Schroer, Anne C.P.	101
Schubert, Arline P.	41, 74
Schubert, George W.	41, 74
Schwartz, Stephen	113
Scott-Pavloff, Claudia	68
Shipton, Jane	96
Shorr, Marilyn Scutt	32
Skaggs, Jesse	65
Smith, Joel C.	77
Sparn, Dennis E.	127
Steinberg, Ina	69
Steltenpohl, Elizabeth	96
Syrell, Linda	32, 35, 45
Tauer, Catherine Ann	54
Terenzini, Patrick	32
Thornton, J. Michael	95
Tucker, Janet	39
VanderArk, S.	59
Walter, Lowell	32
Walter, Rita E.	118
Watson, Robert J.	114
Weaver, William J.	134
Webb, Mike	59, 64
Whigham, Myrna	37
White, B.J.	54
White, Eric R.	35, 58, 66, 132
Winston, Roger B., Jr.	58, 72
Wyckoff, John	66
Zimmer, Patricia M.	99